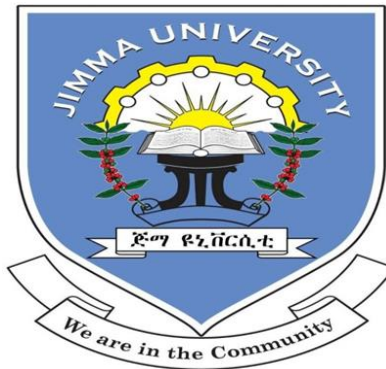


**PRACTICE AND CHALLENGES OF SCHOOL IMPROVEMENT  
PROGRAM IMPLEMENTATION IN GOVERNMENT SECONDARY  
SCHOOLS OF KAMASH ZONE OF BENISHANGUL GUMUZ  
REGIONAL STATE**

**BY**

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**EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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REGIONAL STATE**

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**A THESIS SUBMITTED TO THE DEPARTEMENT OF EDUCATIONAL  
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**DECLARATION**

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, that all sources of materials used for this thesis have been duly Acknowledge.

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## **Acronyms/Abbreviation**

ACT- Australian Capital Territory

ESDP-Education Sector Development Program

GEQIP- General Education Quality Improvement Package

HRS- High Reliability Schools

IQEA- Improving the Quality of Education for All

ISIP- International School Improvement Project

ICT-Information Communication Technology

LEA-Local Education Authority

MDG-Millennium Development Goal

MOE-Ministry of Education

NCREL -North Central Regional Educational Laboratory

NSIN- National School Improvement Network

OECD-Organization for Economic Co-Operation and Development

PTA-Parent Teacher Association

RLDS -Regional and Local Development Studies

SIP- School Improvement Program

SIT-School Improvement Team

UNITAR-United Nations Institute for Training and Research

WEOs- Woreda Education Office

## **Abstract**

*School improvement program is designed to bring enhancement on students' academic achievement. This can be realized if the necessary conditions are fulfilled and challenges hindering its implementation are reduced. This research was conducted to assess the practice and challenges of school improvement program implementation. For this purpose, descriptive research was employed. The study was carried out in five secondary schools of Kamash Zone. A total of 267 individuals were participated in the study. In which 86 were teachers, 155 were students, 20 were SIP committee members, 4 were woreda education officers and 1 was Zone education officer from curriculum preparation and provision department. Questionnaire, interview, observation and document analysis were the main instrument of data collection. The analysis of the quantitative data was carried out by using percent, and frequency. The findings revealed that the extent at which adequate preparation made for school improvement was low in the secondary school of the zone. In terms of the implementation of school improvement program regarding its four domains its extent of implementation was low. The practice of the school improvement program was low due to various hindering factors like lack of awareness, lack of adequate SIP guide lines in schools, low monitoring and evaluation made on the SIP implementation at school, low educational back ground of parents, shortage of school facilities are some of major challenges investigated in this study. So as to alleviate the problem it was recommended that concerned stake holders need to fulfill SIP guide lines, facilities and assign adequate finance. Monitoring and evaluation mechanism need to be regularly conducted. Training must be adjusted and provided for school community.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

The socio-economic development of many countries has been strongly linked with Education. No country has scored sound economic growth without sound development in its education. In any society, education plays a vital role in order to bring about socio-economic, political, and cultural development. Educational establishments are, therefore, considered as a production center for a well-trained, intellectually flexible, and competent and more productive labor forces as Lockheed and Verspoor (1991) in Tolossa and Kokeb (2011). Hence, any nation committed to economic growth and fair treatment of its citizens has to organize and provide an efficient educational system. These all reveals that education is the base of economic development for country.

According to MOE (1994 E.C), it is also described that education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. It also helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society.

Similarly, regarding the importance of education for development of a given country, Kifle and Tariku (2013) also further forwarded that education is an important instrument for development and many nations are exerting their efforts on quality to get the best out of it. However, quality of education cannot be achieved at ease and has been a great challenge to many countries. Nowadays quality of education is a top agenda across the world and countries are employing different quality improvement strategies.

As described in above statement quality of education cannot be achieved at ease and requires considering the relationship between inputs and also outputs. Concerning this idea, Leu(2005) described that one way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different “inputs” and a measure

of student performance, or “output.” The outputs are usually students’ results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of school environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and incentives, school climate, curriculum, students’ physical well-being, and family and socioeconomic context. This approach attempts to identify the inputs most highly associated with desired quality outputs, but it is relatively silent on the use of inputs, or process, at the school, classroom, and community level.

According to Plan (2004), Plan’s long experience has shown that school quality cannot be achieved through more conventional support where schools simply request inputs without being required to demonstrate specific improvements in organization, functioning and governance. Equally, real improvement in a school requires the genuine cooperation and meaningful participation of children, communities, teachers and head teachers. This is why an approach whereby schools identify all their basic needs, and work to secure the human and financial resources from a range of sources to meet those needs, is so important. The school improvement program offers this approach and therefore increases the probability of all key stakeholders achieving the objectives they have set between them.

In line with above idea, one of key stake holder is considered to be the school leader in which he or she can contribute significant contribution for the success of school improvement. In supporting this, Harris and Lambert (2003) indicated that, schools that are improving have leaders who make a significant and measurable contribution to the development of the school and the teachers. The potential of leadership to influence school improvement remains uncontested but the type of leadership required for sustainable school improvement remains a matter of debate.

According to NCREL (2004), the underlying assumption for school improvement efforts is that student learning can and should improve on a continuous basis. Students come to schools to learn to find exciting challenges and new understandings. If schools are to provide learning environments that are meaningful and engaging, educators must continually reflect on the quality of school systems and focus their efforts to make them better.

In order to make school improvement effective, the resources made available by the educational contexts are very important. Without these, schools are likely to experience difficulties in their improvement efforts. Resources can be material, but there are also other resources (or support) that may be essential for effective school improvement. The identified factors that together constitute the concept of resources are; autonomy granted to schools, financial resources and favorable daily working conditions for teachers and schools, local support (Bert et al, 1997).

The above paragraph described that effective school improvement seeks availability of resources to bring about improvement on students' academic achievement.

In an attempt to define the School improvement, Plan international (2004) also put that, school improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools. In this, it is clearly indicated that school improvement is linked to school level; class room level and students' out come.

Here it is indicated that whether the improvement is at school level or class room, its goal is to improve students' out come. In line with this, Harris (2002) explained that the ultimate goal of school improvement is to enhance students' progress and achievement, research shows that this is best achieved when schools extend their own capacity for development. It is also further indicated that, within the context of school improvement, capacity is the ability to enable all students to reach higher standards. Capacity may be built by improving the performance of teachers, adding more resources, materials or technology and by restructuring how tasks are undertaken. Most capacity-building strategies in schools target individual teachers.

In the school, teacher development is the core concept for implementation. It is well known that implementation involves new beliefs and behaviors. Teachers are the main roles of implementation. In teacher development, in-service training is thought of as a form of professional development. Hence, it is essential to understand the relationship of change, teacher development and school development (Shen, 2008).

Capacity building can also be described in terms of strategies that increase collective effectiveness of a group. Accordingly, as to Fullan (2006), Capacity building is defined as any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of

student learning. For us it involves helping to develop individual and collective knowledge and competencies; resources; and motivation. These capacities are specifically about getting results (raise the bar, close the gap). Our theory of action says that nothing will count unless people develop new capacities. This paragraph points out that effectiveness of school improvement depends on the effort we make on capacity building.

By considering the commitment of teachers for quality education, Ayalew (2009) stated that the strength of any educational system largely depends on the quality and commitment of its teachers. Quality is also a crucial challenge at higher education level: due to the rapid expansion of this sub-sector and there is now an increased need to focus on quality improvement with regard to human and material resources as well as reform processes(MOE,2010)

According to MOE(2005),sustained quality improvement demands that schools can play a role in defining their own priorities, in planning for improvements to address these and in obtaining the necessary resources to realize these plans. Against this background, a School Improvement Program (SIP) was initiated and a School Assessment Form (SAF) was prepared in order to assist schools in developing their improvement program. The best SIP practices and experiences are being scaled up to be communicated to all schools. Parents and local communities have been actively participating in school improvement planning and implementation. A number of workshops have enabled SIP committee members, supervisors and educational personnel to support the SIP activities. School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the process could become de-motivating. GEQIP therefore is implementing a School Grant Program.

In Ethiopia, many strategies are being designed and implemented to ensure success in the implementation of education system. For instance, ESDPI, II, II&IV were designed. According to MOE (2005) achievements of implementing ESDP-I&II were not more than increasing number of schools and enrollment that forces the government to shift attention towards quality enhancement that is ESDP-III. This depicts that further efforts were required in order to bring sustainable improvement in education quality of the country.

In order to overcome those problems experienced during ESDPI, II and III, the Ministry of Education has launched General Education Quality Improvement Package (GEQIP) in the year

2006, which comprises of six major pillars: Teacher Development, Curriculum, Management and Leadership, Civic and Ethical Education, Information Communication Technology, and School Improvement Program.

As one of the six major components of GEQIP, the primary objective of SIP is improving students learning outcomes and achievements by creating favorable in and out of school conditions (internal and external conditions) that help to enhance success of introduced educational reform/change and development initiatives. Among others, the success of this new educational reform initiative can be realized at all levels of education system when schools' are able to create internal capacity for real change, in particular when schools actively work to and facilitate conditions for change (implement self-assessment, research and continuous reflection) and other important conditions/activities .

In fact, there is no doubt that, in promoting school improvement initiative, focusing on enabling schools to create internal capacity for development can have a significant impact on enhancing success of the initiatives, quality of education and as a result to met the developmental need of the country as well (Tolessa and Kokeb,211).

Like other regions of the country, Benishangul Gumuz Regional State is implementing general education quality improvement package in general and school improvement program in particular so as to enhance academic achievement of students. There are three zones in Benishangul Gumuz Regional State namely Assossa, Metekel and Kamashi. Currently there are about 63 secondary schools in the region among which 10 of them are found in the Kamash Zone. In these secondary schools, there is an attempt to implement school improvement program. But annual report (2006 E.C) of Kamash Zone education office reveals that school improvement program implementation in secondary schools of the zone was unsatisfactory.

BGREB (2004), also indicates that school improvement program implementation in the Zone was being challenged by lack of adequate facilities, lack of commitment, lack of training , lack of regular monitoring and evaluation. This ensures that it is one of area that needs to be studied in order to identify challenges and seek appropriate ways to improve the situation. In addition to these, adequate studies have not been made on it in kamash zone secondary schools. Therefore, making an assessment of the practice and challenges of school improvement program seems to be essential in secondary school of kamash zone.



## **1.2. Statement of the Problem**

School improvement is a way of schools achieving organizational development and growth at one level and it has a moral purpose and is intrinsically linked to the life chances and achievement of all Students at another hand, (Harris, 2002).

Of course the improvement has to reach the children and that goes through the classroom where teaching and learning take place. But in order to achieve classroom effectiveness, conditions at school level have to be fulfilled, such as support at the school through teaching materials and the supervision of teacher's teaching and the monitoring of teachers' and pupils' progress(Kaluge,2004).

Similarly, with regard to focus of School improvement, Harris (2002), further put that what distinguishes the school improvement movement from other school reform efforts is the understanding that it is necessary to focus upon student outcomes in academic performance as the key success criteria, rather than teacher perceptions of the innovation. Where school improvement works most effectively, it involves teachers aiming for a clearly defined set of learning outcomes or targets. Within successful school improvement, the learning level is the main focus for development and change.

All the above three paragraphs show that, the ultimate goal of school improvement is enhancing academic achievement of students and its main focus is what actually students achieved at the class room level.

Though the ultimate goal of school improvement is with students out comes in academic achievements, early works on SIP mainly focused on school level improvement. Concerning this idea, Harris (2002) indicated that much early school improvement work tended to concentrate upon school-level change. However, subsequent work has recognized the importance of encouraging school-level, teacher-level and classroom- level change.

Similarly, Hopkins and Reynolds (2001), described that history of school improvement, even in its third age manifestation, shows that it has been poorly linked conceptually and practically with the classroom or 'learning level'. The great majority of the 'levers' that have been pulled are at the school level, such as through development planning or whole school improvement planning,

and although there is a clear intention in most of these initiatives for classroom teaching and student learning to be impacted upon, the links between the school 'level' and the 'level' of the classroom are poorly conceptualized, rarely explicit and even more rarely practically drawn.

As to Chinsamy (2002), school improvement are increasingly showing that individual, one-off initiatives directed at a particular aspect of the school's work or a particular constituent grouping in the school, with the intention of bringing about meaningful and sustainable innovation and change will not work. What is needed is a holistic look at the school – its structure, its peoples, its processes, its values and culture. What is important here is a look at who demands what from the school, how effectively it is demanded, and whether the school has the required capacity to actually produce the results that are demanded.

NHSC (2011) also showed that many current high school improvement initiatives are focused only on specific priority topics (e.g., dropout prevention), specific intervention strategies (e.g., advisories, small schools), or program initiatives (e.g., Check and Connect). Although such approaches can have an important impact, their reach is too frequently limited to a subset of systemic reform elements. Implementing such initiatives may lead to success in addressing specific needs, but the probability of widespread improvement is small when initiatives are implemented in isolation from the broader education systems within which they operate.

Concerning factors that affect implementation of school improvement, Harris (2002), described that, factors like unclear purposes and goals, competing priorities, lack of support, insufficient attention to implementation, inadequate leadership are affecting the implementation of SIP.

In Ethiopia many programs were designed in order to improve the education system and provide quality education. For instance ESDPI-IV was prepared and during ESDPI-III major investments in improving the numbers and the qualifications of teachers, availability of equipment and student achievement has not sufficiently improved. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (MOE, 2010).

The General Education Quality Improvement Package was launched a few years ago with the aim of improving quality of education and producing responsible citizen. Nowadays, SIP is being implemented in primary and secondary schools of Ethiopia. There are however always expected challenges, whenever new programs such as SIP are being introduced and implemented. These challenges may stem from different sources.

In supporting above idea, Shen(2008) described that, effective change to any educational institutions is not an easily obtainable goal. During the change process, dynamics in operations may resist the proposed change, such as school culture, the lack of holistic approach, absence of follow-up or support and even the process of change itself all present barriers to achieving effective change.

According to Frew (2010) cited in Jemal (2013), the major problems that affected the effective implementation of SIP are; lack of trained special need teachers, insufficient budget and lack of school facilities, limited support of the community, lack of necessary awareness and practical involvement of students in the program.

Jemal (2013), also suggested that lack of training and experience sharing session, shortage of budget, and inadequate communication skill of school principals, inadequate monitoring and evaluation, shortage of support from community, lack of participatory decision making, lack of team work and collaboration, lack of school level policy and guidelines, inadequate willingness and commitments of stakeholders, and lack of school facility hinder proper implementation of school improvement program.

Kamash Zone of Benishangul Gumuz Regional state is striving to successfully implement school improvement from time to time. But Report of continuous supervision conducted by the Zonal education officers reveals that SIP implementation is challenged by various factors in the Zone.

Students' result recorded in the zone also reveals that it is still very low and much less than expected. By combining the idea in this statement with the one in the above paragraph, it is possible to say that there are factors that are hindering effective implementation of school improvement program implementation in the zone.

The researcher also has been working in the zone for about 9 years as secondary school teacher. In that he has tried to observe that there is a problem with SIP implementation starting from its preparation stage up to its accomplishment. Without having detail knowledge of the program teachers put the plan on paper by copying it from somebody or somebody's work. The researcher also observed that each year plan of SIP prepared at department level, teacher level and also at school level and left on shelf throughout the year and remained unopened. Furthermore, to the best knowledge of the researcher, there is scarcity of studies which focused on the issue in secondary schools of kamash Zone.

Therefore, all these initiated the researcher to investigate the research on practices and challenges of SIP implementation in government secondary schools of kamash Zone. Because of these and other factors the researcher attempted to answer the following basic research questions:

1. To what extent adequate preparation was made for effective implementation of the program in secondary schools of Kamash Zone?
2. To what extent major activities of the four SIP domains have been implemented in the schools?
3. What are the major challenges affecting the proper implementation of SIP in secondary schools of Kamash Zone?
4. What are the possible measures required to be taken to tackle challenges affecting the proper implementation of SIP in secondary schools of Kamash Zone?

### **1.3 Objective of the Study**

#### 1.3.1 General objective

The overall objective of this study was to assess practices and challenges of SIP implementation in government secondary schools of kamash zone.

#### 1.3.2 Specific Objectives

Specifically, the study has the following objectives:

1. To identify activities conducted during preparation phase of school improvement program implementation in the zone under study,
2. To identify the extent to which the four SIP domain activities were implemented in secondary schools of Kamash Zone,

3. To identify the major challenges that affected the proper implementation of SIP in secondary schools of Kamash Zone, and
4. To identify possible measures need to be taken to tackle challenges that are affecting proper implementation of SIP in kamash zone.
5. To suggest the possible recommendations that help to solve the prevailing problems that the SIP implementation faces.

### **1.4 Significance of the Study**

Being the major instrument for economic and social development, education has long been considered as the key to a better life by improving the productivity and capacity of a society. The capacity and productivity of a society depends on the success of students in their education. So as to bring success in education and improve students' academic achievements, SIP was designed and is being under implementation in different schools. Due to several factors affecting it, the practice of school improvement program is contributing not this much in education and hence in the socio-economic development. Thus, the findings of the study may have the following significances:

- It may inform educational officers and decision makers at Woreda, Zone and Regional level to have good understanding of strategies required to be employed to tackle factors affecting school improvement program.
- It may contribute improvement for quality of education and as a result put positive impact on academic achievement of student.
- It may allow teachers, students, school principals and school improvement committee to have better understanding of school improvement program implementation.
- It may allow woreda education officers, Zone education desk and Regional Education Bureau to have a clear picture of SIP implementation in the Zone and to identify factors underlying.
- It may initiate other researchers to conduct further research on the issue under study

### **1.5 Delimitation of the Study**

In order to make the study more manageable the researcher, delimited the study geographically to Kamash woreda, Yaso woreda, Agalo Metti woreda and Sirba Abay woreda of Kamash Zone. This research was also delimited conceptually and also in terms of time. Conceptually, it was

delimited to assess preparations that were made for school improvement program implementation, the extent at which main activities of the four SIP domains have been implemented, major challenges affecting the proper implementation of SIP and proper measures need to be taken to tackle those challenges. Concerning time, though SIP implementation has counted several years, this study was focused on practice and challenges of school improvement program implementation during 2005-2007 E.C.

### **1.6 Limitation of the Study**

It is clear that research work is not free from limitation. Accordingly, while conducting this research, limitation was observed. For instance, lack of adequate, relevant and updated reference materials in the Zone was considered to be one of the limitations. School principals and woreda education officers were also busy and had no enough time to provide data for the study. This problem elongated the time for data collection more than the expected.

### **1.7 Operational definition of the key terms:**

**School Improvement** - gradually changing the situation of school for better achievement of students.

**School Improvement Program** – Program being implemented in schools to change the situation of school for better achievement of students.

**School Improvement Committee**- it is a committee set up from the school community and parents to implement SIP in the school.

**Challenges:** -difficulties to implement school improvement program

**Implementation-** Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something

**Practices:** -performing school improvement program (SIP) activities.

### **1.7 Organization of the Study**

The thesis comprised of five chapters. The first chapter dealt with the Introduction which includes the background of the study, statement of the problem, objectives (purpose), basic research questions, significance, delimitation, limitation of the study, operational definitions of key terms, and Organization. The second chapter presented review of the related literature. The third chapter dealt with the research design and methodology. The fourth dealt with the

presentation and analysis of the data. Summary, conclusions and recommendations were presented as the fifth chapter. In addition to these, references, sample questionnaires, interviews and observation check list were attached to the last part of the thesis as an appendix.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

This chapter reviews the literature on School improvement. There has been quite a considerable amount of literature on school improvement both in Ethiopia and on the international scene. The chapter attempts to shade some light on what has been said on school improvement.

#### **2.1 Conceptualization of School Improvement**

School improvement has at its core, the purpose of enhancing student learning outcomes. In conjunction with this, the central objective is the creation of a collaborative learning culture (where teachers support one another in improving their own practice), coupled with the development of skills and strategies that build the school's capacity for successfully managing change (Lee, 1999).

The school improvement field has consistently pointed to the centrality and importance of building the capacity for change. Capacity building concerns competencies, resources and motivation. Individuals and groups are high in capacity if they possess and continue to develop the knowledge and skills if they are committed to putting the energy to get important things done collectively and continuously (Harris, 2001).

Abdullah (2013) also further indicated that School improvement efforts are more focused on capacity building, improved teaching and learning processes, high level student learning outcomes, and creating a community of learning amidst a digitized learning environment.

As to Stronge (1995), improvement can take numerous forms, that means it can be expressed in terms of improvement in performance of individual teachers, and other educator (administrators, support personnel); in other form it is described as improvement of programs and services to students, parents, and community; and further more it can also be described in the form of improvement of the school's ability to accomplish its mission.



School improvement is most surely and thoroughly achieved when: Teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practice (as distinct from teacher characteristics and failings, the social lives of teachers, the foibles and failures of students and their families, and the unfortunate demands of society on the school). By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtue from another (Fullan, 1985).

According to Harris (2002), school improvement is concerned with process of changing school culture. It views the school as the centre of change and teachers as an intrinsic part of the change process. It suggests that for school improvement to occur teachers need to be committed to the process of change which will involve them in examining and changing their own practice. This holds the notion of school improvement as focusing upon changing school culture rather than structure.

It is also explained that achieving excellence in schooling, like all fields of human endeavor, requires a commitment to continuous improvement and quality assurance. Excellent schools direct their energies and resources towards the improvement of learning to maximize achievement and realize the potential of all students. They are committed to making a difference and doing things better. These schools use research and planning to ask questions and to evaluate practices impacting on student outcomes. Excellent schools systematically gather data from a range of sources, plan for the future success of all learners and account for progress through reporting and validating their programs. They seek feedback and are confident to expose their actions to external review (ACT, 2009).

Hence, it is possible to say that the forefront notion of school improvement can be viewed in terms of success in academic achievement of students' and capacity building; changing school culture and also commitment of stakeholders are area on which it relies.

Stoll and Myers (1998) in Harris (2002) further described that schools require strategies for improvement that match their particular context, circumstances and developmental need. The 'one size fits all approach' to school improvement fundamentally misunderstands the process of school and classroom-level change. Some underlying assumptions about school improvement therefore are described as schools have the capacity to improve themselves, if the conditions are right, major responsibility of those inside the school is to help provide these conditions for

those outside, school improvement is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among themselves. These assumptions emphasize that school improvement is largely concerned with changing the internal practices of schools by influencing how people work together. Implicit within this interpretation is a belief that school culture can be changed and that cultural change is achieved through changing the internal conditions within the school.

Concerning the driving idea behind school improvement, Barnes (2004) forwarded that there are three driving ideas behind school improvement process. These are agency, a community of adult learner and continuous professional inquiry. Agency is concerned with the notion that a school community can collect, analyze and act on information to reorganize and redistribute their human, social, fiscal and technical resources in order to improve student achievement continually. It is important to build a community of adult learners who share a common interest in creating a stronger school. Because of the emphasis on the whole school, a review or self-study does not target any individual or single classroom within the building. Rather, it targets how to improve current practices and policies that stand in the way of student learning. This is the curiosity and will of individuals and groups as a whole to ask about the strengths and weaknesses of current practices and policies, to act, and then to monitor the effects of those actions.

This all reveals that school improvement perceived in terms of striving to enhance students' academic achievement by focusing on all round improvement of schools. Finally, the school improvement can be viewed in terms of three concepts improving culture, improving processes, and improving outcomes.

According to Bert et al (1997), these concepts appear to be the key elements of the improving school. The culture can be viewed as the background against which processes are taking place and the outcomes are the goals of those processes. All three are inter-related and constantly influence each other. The culture influences not only the choice of processes, but also the choice of outcomes. The chosen outcomes will influence the choice of processes but their success or failure can also change the culture of the school. The outcomes will also depend on the successful implementation of the processes. These inter-relationships highlight the cyclical nature of effective school improvement that is one that has no clearly marked beginning or end.

### **2.3 Definition of School Improvement**

There are many definitions of school improvement and various interpretations of school improvement as a process. The term school improvement refers to the process of altering specific practices and policies in order to improve teaching and learning process (Barnes, 2004).

Definition given above described school improvement as a process. In other literature it is also clarified as means of making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools (Plan international, 2004).

In similar fashion, Baldwin (2009) also strengthening the idea of making schools better, clarified that school improvement is about making schools a better place all round, a better place for children, staff, parents and careers, governors, the local community and any other 'stakeholders', but most importantly, a better place for children to learn in and to develop in holistically and humanistic ally, securely and with fun and enjoyment. Attaining well in tests should never be at the expense of children getting on well together and developing as thinking, feeling and caring individuals, able to thrive and survive both in and out of school.

Drawing on the definition of improvement of Hopkins, (1994) cited in Hussain (2014), the concept of effective school improvement was defined as follows; Effective school improvement refers to planned educational change that enhances student learning outcomes as well as the school's capacity for managing change. The addition of the term "managing" emphasizes the processes and activities that have to be carried out in school in order to achieve change/improvement.

Similarly, as indicated in Harris and Jones (2010), improvement through professional learning communities means focusing on improving learning outcomes or better learning. It means addressing the hard questions about classroom practice and actively seeking to change teachers' practice.

As can be seen from definition given by different individuals, the basic concept of school improvement is to enhance the students' academic achievement. In order to achieve the basic

concepts, professional learning community need to be strengthened and schools management capacity need to be improved.

## **2.4 Historical Development of School Improvement Initiatives**

School improvement has a relatively recent history but has already passed through three distinct phases, the third of which is still ongoing and as yet is without definitive conclusions or an end point. Although the intellectual background to school improvement can be traced back to Kurt Lewin it was only in the late 1970's and early 1980's are that the field took shape as a distinct body of approaches and scholars/practitioners (Hopkins and Reynolds, 2001).

The historical development of school improvement had three phases. As to Hopkins( 1987) in Tolessa and Kokeb (2011) it is indicated that unfortunately many of the initiatives associated with this first phase of school improvement were Free floating, rather than representing a systematic, programmatic and coherent approach to school change.

Hopkins and Reynolds (2001) note, however, that this phase of school improvement tends to be loosely conceptualized and under-theorized. It did not represent a systematic, programmatic and coherent approach to school change. There was also in this phase an emphasis upon organizational change, school self evaluation and the ownership of change by individual schools and teachers, but once again these initiatives were not strongly connected to student learning outcomes. They tended to be variable and fragmented in both conception and application. As a consequence, these improvement practices struggled to impact significantly upon classroom practice. It was this concern that led to the increasing emphasis on managing change, comprehensive school designs and the emphasis on leadership in the next phase.

Hopkins and Reynolds (2001) also further described that the second phase of SI development began in the early 1990's and resulted from the interaction between the school improvement and the school effectiveness communities. Accordingly, Hopkins et al (2010) described that in these years, the school improvement tradition was beginning to provide schools with guide lines and strategies for the management and implementation of change at the school level. By the mid-eighties the amount of change expected of schools was increasing dramatically, mainly in response to national policy initiatives. This increase in expectations was also accompanied by fundamental changes in the way schools were managed and governed. Although this went by

different names in different countries self-managing schools, site based management, development planning, local management of schools, restructuring the key idea of giving schools more responsibility for their own management remained similar. The common aspiration of these initiatives was the renewed or self managing school.

Although within each of the first two phases there were examples of individual projects that may have worked, the third phase of school improvement developed from the somewhat uncomfortable evidence that the wide range of national educational reforms produced in various countries, and the contributions of the school improvement communities of many countries additionally, may not have been particularly successful.

Despite the dramatic increase in education reform efforts in most countries, their impact upon overall levels of student achievement are widely seen as not having been as successful as anticipated. Although there may have been pockets of success in certain countries such as the British National Literacy and Numeracy strategies (Fullan, 2000) in Hopkins and Reynolds (2001), and although there may be individual programmes which appeared to be effective, such as Success for All\_ ( Slavin, 1996) in the same material, most persons in the school improvement community regard the improving of educational outcomes as a mountain still left to climb.

According to Hopkins and Reynolds (2001), the third phase of school improvement practice and philosophy which is currently being developed, attempts to draw the lessons from these apparently limited achievements of existing improvement and reform. It is in evidence in a number of improvement programmers in the United Kingdom such as the Improving the Quality of Education for All (IQEA) Project, the High Reliability Schools (HRS) Project and many of the projects associated with the London Institute of Education National School Improvement Network (NSIN), Australia SIP . In Canada, it has been in evidence in the various phases of work conducted in the Halton Board of Education.

Nevertheless, if one were to compare these exemplars of third wave school improvement as a group with the groups of programmes in evidence in phases one and two of the school improvement enterprise, it is clear that there has been an enhanced focus upon the importance of pupil outcomes. Instead of the earlier emphasis upon changing the processes of schools, the focus is now upon seeing if these changes are powerful enough to affect pupil outcomes.

All what indicated above describes that since early 1980's, much was learned about how to improve individual schools but successful efforts at systemic improvement have remained elusive. As we shall see in a little more detail later, there have recently been ambitious attempts to reform whole systems. This highlights the increasing shift from individual school improvement initiatives to system wide (i.e. national, state or district) change.

Based on the history of school improvement initiatives, it is possible to judge that as we move from early school improvement to the third phase, there was an attempt to shift from focusing on single aspect improvement to striving to improve the whole school system.

## **2.5 Characteristics of Effective school Improvement**

There are various features that are known to characterize school improvement as effective school improvement. A review of these features was made from different reference books and presented as follows.

According to Leu (2005), schools identified as effective have been shown to have many characteristics. These characteristics are shared leadership (firm and purposeful, participative, headed by a leading professional), shared vision and goals (unity of purpose, consistency of practice, collegiality and collaboration), learning environment (an orderly atmosphere, an attractive working environment), concentration on teaching and learning (maximization of learning time, academic emphasis, focus on achievement), high expectations (high expectations of all students, communicating expectations, providing intellectual challenge and support), positive reinforcement (clear and fair discipline, feedback), monitored progress (monitoring pupil performance, evaluating school performance), pupil rights and responsibilities (raising pupil self-esteem, positions of responsibility, control of work), purposeful teaching (efficient organization, clarity of purpose, structured lessons, adaptive practice), learning organization (school-based staff development) and home-school partnership (parental involvement). This shows that schools are expected to display all these characteristics in order to be classified as effective.

In addition to Leu's features of effective school improvement, Edmonds (1982) points out that the characteristics of effective schools are; the principals leadership and attention to the quality of instruction, a persuasive and broadly understood instructional focus, an orderly safe climate

conducive to teaching and learning, teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery and the use of measures of pupil achievement as the bases for program implementation. To be effective a school need not bring all students to identical level of mastery, but it must bring an equal percentage of its highest and lowest social classes to minimum mastery.

Based on this, improvement is a dynamic process that should lead a school moving forward a situation of improved effectiveness or a greater degree of success in their core function (pupils' learning). Pupils' learning is the result in terms of teachers' development. The success of pupils' learning and teachers' development is closely related with school development (Shen, 2008).

Research identifies high performing schools as continuously improving schools. High performing schools demonstrate a commitment to ongoing self-assessment, evidence informed practice and strategic planning. They have an unrelenting commitment to improving student performance. All schools can be great schools and all schools can be high performing. It is with this expectation that schools seek to better understand their context and more confidently direct future attention to areas of need in order to deliver better outcomes. Reflection helps schools to focus on what matters and ask important questions, such as: How can this school help students become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all students (ACT, 2009).

Harris(2002) further described that effective school improvement programmes: focus closely on classroom improvement, utilize discrete instructional or pedagogical strategies, i.e. they are explicit in the models of teaching they prescribe, apply pressure at the implementation stage to ensure adherence to the programme ,collect systematic evaluative evidence about the impact upon schools and classrooms, mobilize change at a numbers of levels within the organization, e.g. classroom, department, teacher level, generate cultural as well as structural change, engage teachers in professional dialogue and development, provide external agency and support.

Effectiveness of school improvement also depends on the characteristics of school improvement team. According to this, Barnes (2004) attempted to clarify that characteristics of an effective school improvement team include, small size, representative group coordinated effort and commitment to the task. Barnes (2004) further described that school demonstrates its

commitment by providing time and resources. A new team doesn't always need to be created. There may already be a team of staff and faculty involved in existing reform efforts at the school that act as or could become a school-improvement team. The important aspects of an SIT are: the members can meet together regularly; they're able to fulfill the roles and responsibilities of an SIT; they have the respect of the school community; and they have the characteristics noted in this section for an effective team.

The members of the team should evidence a strong commitment to the school-improvement process, including the self-study. The team members decide who will take specific roles on the team and determine the responsibilities of each role. Ensuring that everyone is clear about individual and collective responsibilities will help the team to function well.

In this part, characteristics of effective school improvement was described and this will help to decide whether a given school is implementing school improvement effectively or not and also helps schools striving to be effective to identify area on which they need to focus.

## **2.6 Challenges to School Improvement Initiatives**

School improvement is not operating in a vacuum where there are no challenges. But it operates in a condition in which various factors that may challenge its effective implementation if not treated. Thus in order to attain the objectives of school improvement initiatives, challenges are required to be identified and made clear for stakeholders.

Chinsamy (2002), attempted to put that when school leaders consider themselves as administrators and rule-Enforcers, making school improvement effective and sustainable is less effective and it puts less positive impact on students performance. But it is most effective and sustainable when the district and school leaders see and conduct themselves as instructional leaders.

In MOE (2013), it is described that quality of education was challenged by distance from school, lack of safe, affordable and accessible school, high level of sexual abuse and harassment of girls and lack of parental support.



Challenges to school improvement can be considered in terms of teachers' quality and motivation. In that it is presented that effective schooling at all levels depends on a highly qualified and motivated teaching force. The tasks of teachers are today more complex and demanding than in the past. They have to respond to the wishes of the community regarding educational outcomes, the social need for wider access to education, and pressures for more democratic participation within the schools (OECD, 1985) cited in Ayalew (2009).

In order to ensure that teachers are properly equipped professionally to meet the new tasks and challenges posed in the classroom, countries define the minimum qualification required of teachers for the different levels of the system. In Ethiopia, as per policy, a secondary school teacher should at least have a first degree. The system has however been plagued with shortage of qualified teachers for this level and most of the serving teachers are diploma holders. Besides, the available degree holder teachers are not evenly distributed over the regions which can create quality difference in the provision of education (Ayalew, 2009).

Harris and Muijs (2005) also explained that part of the failure to deliver sustainable improvements in teaching and learning lies in the particular pattern of reform adopted, which is essentially one of increased accountability and restructuring as a route to school improvement. While both these approaches undoubtedly have the potential to promote changes in teaching and learning, the evidence would suggest that they rarely result in sustainable school and student improvement.

Shen (2008) further pointed out that effective change to any educational institutions is not an easily obtainable goal. During the change process, dynamics in operations may resist the proposed change, such as school culture, the lack of holistic approach, absence of follow-up or support and even the process of change itself all present barriers to achieving effective change.

Moreover, Hopkins (2002) in Tolessa and Kokeb(2011) has described that lack of adequate preparation such as vision building, building organizational capacity, consensus on purpose and low allocation of resources were the major challenges to school improvement.

Finally it is described in terms of commitment and care of school community and as a result sustainability of school improvement initiatives depends on the commitment and care of the school community. Sustainability was cultivated within the school community by developing a

shared purpose focused on improving educational opportunities for all students. The commitment to student learning was at the forefront of decision making. This deep care for students in many instances has resulted in long-term integration of effective educational innovations, and a change in the focus of the school community's activities (Foster, et al, 2008).

This all shows that there are challenging factors affecting school improvement initiatives experienced in an attempt to implement school improvement. Identified factors are easily available for school improvers to put due emphasis or their attention preliminary on this challenges.

## **2.7 A framework for School Improvement**

The school improvement framework context is a system which has tools or instruments that enable to measure to what extent the schools are achievable using the standards. The framework provides principles that help schools enable to know their level what should do for the future and planned what kind of concrete result they need. Besides the main instruments are: tools that provides schools to evaluate and make decisions of their level according to the main domains of schools; tools that help to make survey research, that uses to collect information from stakeholders and report for essential issues and also using these tools can be able to evaluate, plan, implement, follow up and control, investigate revise and report the implementation of the school improvement program to the all stakeholders (MOE, 2007).

School improvement obviously needs to begin with a clear framework and map for what changes are to be made. It should be equally obvious that there must be a clear framework and map for how to get from "here to there," especially when the improvements require significant systemic change. And, in both cases, there is a need for a strong science base, leadership, and adequate resources for capacity building (Adelman and Taylor, 2007).

According to ACT (2009), school Improvement Framework provides ACT public schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment which is context-specific, evidence-informed and outcomes-focused. All the schools use the School Improvement Framework to critically examine their programs and practices and it provides a focus through which schools can evaluate the

extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

In the same material it is described that the framework will help schools to make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning, report on their progress regularly.

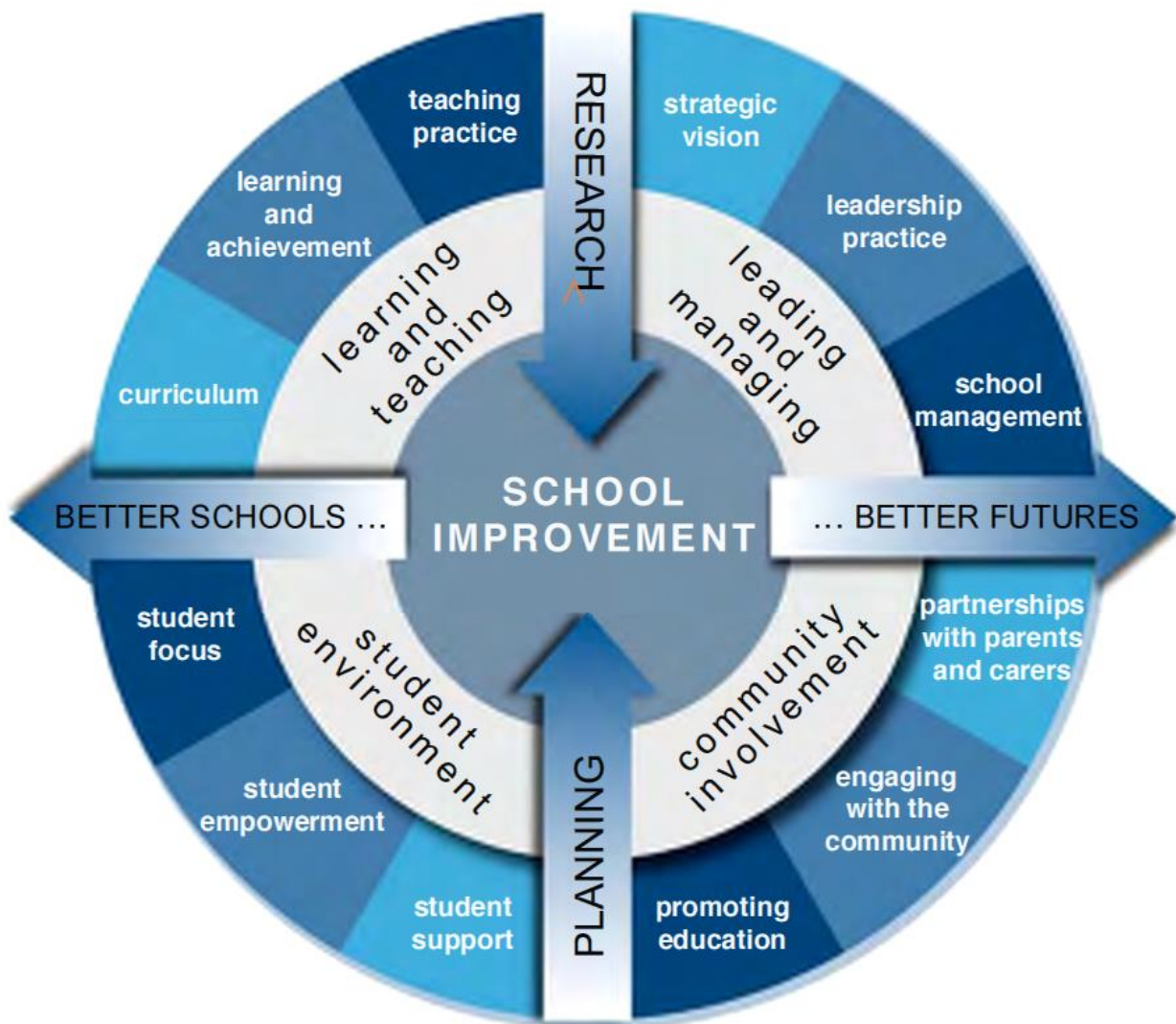


Figure 1 The School Improvement Framework: Source, (ACT, 2009).

ACT (2009) with respect to its effective implementation further clarified that effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. Associated with each domain is a set of three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement? They are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain.

In general, school improvement frame work permit schools to identify their specific direction according to set standards.

## **2.8 The School Improvement Cycle**

According to ACT (2009) research has identified that schools improve when they draw on a range of evidence from a variety of sources to inform their decision-making. Coordination of this evidence-base is a continuous process designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities.

Processes, strategies and timeframes within the cycle are largely managed by each school to best address their particular contexts, the timing of annual surveys, and completion of school plans, publication of annual school board reports and external validation are generally at fixed points within the cycle. Each school will develop a comprehensive school plan and an annual operating plan, self-assess on an annual basis and report the outcomes against this plan to the school community.

The key components of the school improvement cycle sit alongside an action research and planning continuum. The action-oriented continuum is the core component of reflective practice and a feature of improvement models promoting school review, school effectiveness and school

development. The key components of the school improvement cycle are: Gathering, Planning, Reporting, and Validating. Effective school improvement processes are cyclical and continuous, with no clear beginning or end (ACT, 2009).

According to MOE (2010), school improvement cycle has four cycles namely; self assessment stage, planning stage, implementation stage and Monitoring stage. The School Improvement Programme starts with the process of self assessment and the setting up of a School Improvement Committee. After all stakeholders have been consulted, School Improvement Plans are written MOE (2009). School improvement activities are required to pass through 4 series stages for its successful accomplishment and the way they cycles are presented in the following figure.

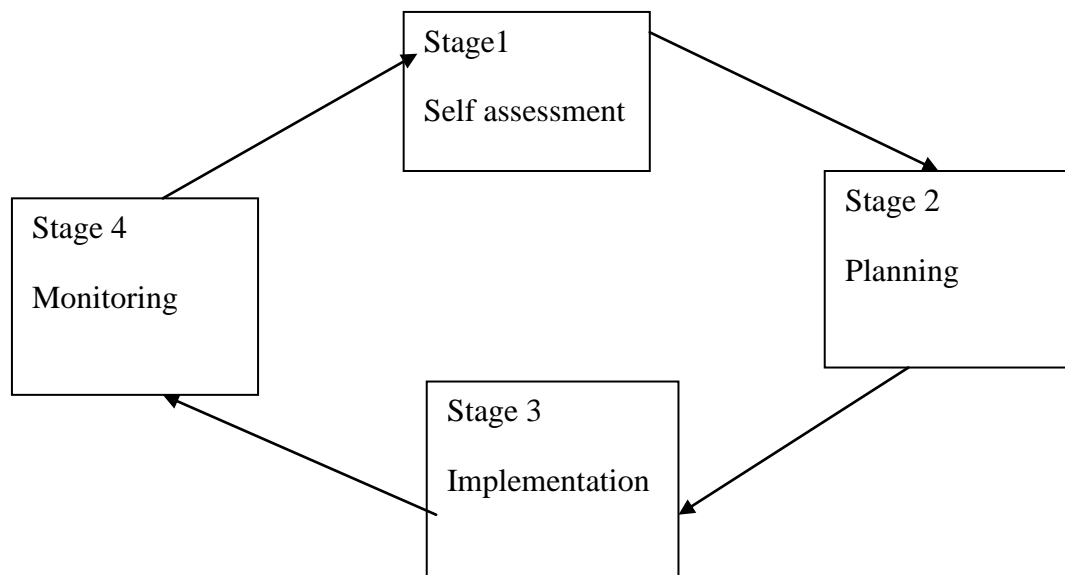


Figure 2 School improvement cycle; source MOE (2010)

## 2.9 School Improvement Planning

School Improvement planning is a current and important concept focusing on the review of the overall status of schools in terms of different school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results. The main focus of School Improvement lies on student learning and the learning outcomes. To this effect, schools should primarily identify their weakness and strength and prioritize each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute for the student learning and improvement of

their results(MOE,2013).

As to Creese and Earley (1999), it is also described that effective development and improvement planning starts with a review or audit of the work of the school that should identify the school's current strengths and weaknesses, and be a basis for selecting the priorities for development. Only by establishing clearly the present position in the school it is possible to plan properly how to achieve improvement. The governors and senior staff need detailed, accurate and up-to-date information on which to base their decision making. This information might include pupil performance data (e.g. examination results or Key Stage assessments or attitudinal data); information on teaching performance (e.g. based on appraisal); school management data (e.g. based on inspection and self-evaluation/internal review)

In U.S. Department of Education guidance (2004), the purpose of the school improvement plan was clarified and accordingly it provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in students' achievement. Specifically, the plan's design must address: core academic subjects and the strategies used to teach them, professional development, technical assistance, parent involvement and must contain measurable goals. Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the school's teaching and learning program, both directly and indirectly. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals.

## **2.10 School Improvement Domain and its Elements in Ethiopia**

The School Improvement Program (SIP) is a national program, developed by the Ministry of Education (MoE) in 2007, to improve student results in primary and secondary schools. MOE has revised and improved the School Improvement Program (SIP) Framework, based on best-practices from Ethiopia and international research, to assist schools to realize measurable improvements in student results. Thus, to bring quality education at all level of grades Ethiopia is putting into practice School improvement program.

The objectives of the school improvement program component are to: improve the capacity of schools to prioritize needs and develop a school improvement plan; enhance school and community participation in resource utilization decisions and resource generation; improve the government's capacity to deliver specified amounts of schools grants at the woreda level; and improve the learning environment by providing basic operational resources to schools (ETP, 1994E.C).

According to MOE (2009), the School Improvement Programme in Ethiopia is divided into four domains:

1. Learning and Teaching
2. Student Environment
3. Leadership and Management
4. Community Involvement

The school environment, another important component of the program, matters a lot in promoting learning, enhancing academic achievement, and facilitating appropriate behavior in and between students. The ways in which students perceive their surroundings highly affects how they perform; thus, it is imperative to create hospitable environment where students feel secure and comfortable (Rosenholtz, 1991 in Kifle and Tariku, 2013).

In addition, schools need to seek ways to enhance student learning and wellbeing by collaborating with parents and families, other education and training institutions, local businesses and community organizations. Parents and families are considered as integral members of the school community and partners in their students' learning (Fullan, 1985). Thus, the participation of the community in order to implement effectively and efficiently school improvement program has a paramount importance.

There are 4 Domains and 12 Elements in the SIP Framework. The Domains and Elements are shown in the diagram below.

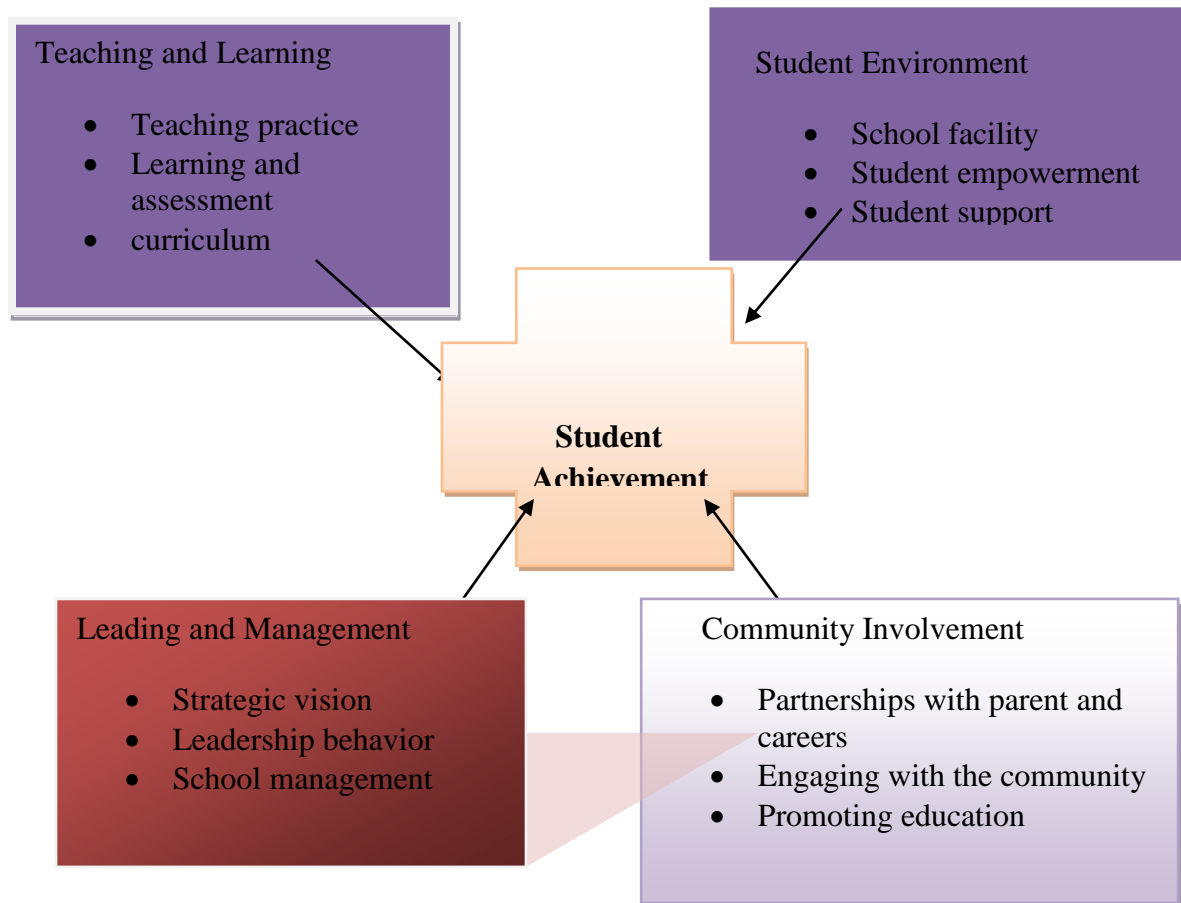


Figure 3: School improvement domain and its elements in Ethiopia (Source: MOE 2011)

### 2.10.1 Learning and Teaching

Concentration on Teaching and Learning Effective schools maximize learning time by spending time wisely. There is a positive correlation between student outcomes and the proportion of the day spent on academic subjects and, just as important, the proportion of time spent in lessons devoted to learning (time on task) and interaction with pupils. In addition there is an academic emphasis in such schools and a focus on achievement (Mayers, 1996).

School Improvement is not an isolated process administered by higher level administrators. Rather, teachers are crucial to school improvement and are pivotal in promoting high levels of achievement in all their students (Simpkins, 2009 in MOE, 2009).

As to MOE (2013), many researches throughout the world reveal that the classroom interaction between the teacher and students is the main factor for the improvement of student' academic



performance. Hence, they should have professional code of ethics and discharge their responsibility accordingly. Besides this, different characteristics expected from teachers, regarding the effective activities for the School Improvement Program, are the following, mastery of subject content and methodology, conducting of periodic and continuous assessment and evaluation to ensure the acquisition by students of adequate knowledge, skill and attitude on their less, custom of motivating students for effective learning teaching process, being role models to their students, understanding of difference in sex, special need and skill.

The relentless effort of students is one of the main factors for the realization of effective school improvement. In this regard, students should be disciplined and observe the rules and regulations of their school and learn diligently to score a better result.

Curriculum is one of the components of teaching learning domain and it is the foundation of the education system. The MOE has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectation describe the knowledge and skills that students are expected to develop and to demonstrate in their class work as a result of learning a given content, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations (MOE, 2013).

#### 2.10.2 School leadership and administration

According to MOE (2013), school leadership is the second factor next to the classroom teaching that contributes to the academic performance of students. The school leadership and administration play an important role in the coordinating and managing phases due to its vitality for the improvement of student result in schools. The leadership and administration include the director and deputy director school leadership committees (drawn from teachers, students, parents and the local Community) ,professionals and officials of education outside of the school.

These organs (PTA, School Board, and local administration.) are expected to play the forefront role in bringing continuous improvement in schools. In this regard, these organs are the primary responsible ones for the problems and weaknesses at schools and they also play appropriate role

in bringing effective practice and experience to seek solution for the problems. In this respect, they should act jointly with the school improvement committee in the formulation of school vision and strategic plan.

School leaderships are expected to involve teachers in decision making. In supporting this idea, Fullan (1999), described that as teachers develop a broader say in school decision making, they may also begin to experiment with new roles, including working collaboratively. This restructuring of teachers' work signifies a broadening professional community where teachers feel more comfortable exchanging ideas, and where a collective sense of responsibility for student development is likely to emerge. These characteristics of systemic restructuring contrast with conventional school practice where teachers work more autonomously and there may be little meaningful professional exchange among coworkers.

### 2.10.3 Safe and healthy environment

The existence of favorable and positive atmosphere for the process of learning-teaching has a huge contribution for the quality provision of education. Accordingly, extensive efforts should be exerted to ensure the suitability and normality of school environment. Accordingly, the environment should be a safe and stable place where students learn without fear of provocation, abduction and rape; where the discipline of students is ensured and there is normal relationship between students and teachers (MOE, 2013).

A learning environment is one with an orderly atmosphere and an attractive working environment. The school is calm, students can get on with their work and the building is an attractive place in which to work (Mayers, 1996)

According to MOE, what we mean by quality school facilities mean school with: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical centre; sufficient, number of toilets , hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT centre for students. Students must also have developed a habit of taking responsibilities and leading a disciplined life. Schools are expected provide quality school facilities that enable all staff to work well and all children to learn.

#### **2.10.4 Community participation**

Schools don't exist in a vacuum hermetically sealed from the outside. Indeed, the school day and school year provide only a small percentage of available learning time. To succeed in their hope of enhancing the teaching and learning process, schools must find new allies and build new sorts of connections to the community of which they are a part. One of the first key steps is to build an effective home and community curriculum, based mainly on learning partnerships with parents and careers, remembering that they are co-educators of children in parallel with teachers (Brighouse and Woods, 1999).

Concerning the community participation, MOE (2013) also described that parental involvement is one of the most significant factors contributing that can child's success in school. When parents are involved in their children's education, the level of their students' academic achievement increases. Students attend school more regularly; complete more homework in a consistent manner; and demonstrate more positive attitudes towards school. They also are more likely to complete their grade level. Parents, the community and NGOs play a pivotal role in the improvement and transformation of schools.

As to MOE (2002), Community participation results in wider sensitization, increased awareness, inclusiveness in development efforts, efficiency in implementation, local capacity building, and assurance of sustainability.

According to Afirdi et al (2014), it is strongly argued that parental and community involvement is key to ensure access and quality education provision. However, formal opportunities for parental involvement and community participation are neither always implemented nor necessarily translated into influence.

#### **2.11 Conditions for School Improvement Initiatives**

The concern here is to present some important theoretical and empirical evidences in terms of conditions (internal and external) for school improvement. According to Beresford (2001), an attempt made to define school improvement shows that it is a set of conditions which need to be developed and maintained to make those schools more effective. For school improvers, the development and maintenance of these conditions, and of a school's capacity to improve, are

critical elements in school improvement. Accounts of such conditions have focused on the national, district, school and classroom levels. These accounts identify three main categories of condition: climatic conditions, systemic conditions and cultural conditions.

Climatic conditions describe a set of circumstances, often external to educational systems, in which a 'systemic, sustained effort' is likely to take place. These may consist of global developments, like the revolution in information technology, to which educational systems are expected to respond. They suggest a sense or feeling, often of malaise, that change for the better is needed, and that the time is auspicious for such a change. The 'national quest for change' identified in the opening quote to this Introduction is just such an example of such a feeling. Climatic conditions are important because they often act as triggers for cultural and systemic changes, particularly (as is the case in England) where there is a national educational system with an infrastructure to implement change down to the level of the school and regulatory structures which can strongly influence teaching in individual classrooms.

Systemic conditions describe the logistical arrangements necessary for school improvement to take place. These arrangements are formal, and are maintained by managerial control through established procedures and lines of communication. Systemic conditions are visible, tangible, institutionalized and bureaucratic. Because of this, they can be changed more easily and more quickly than cultural conditions. Changes in systemic arrangements can (slowly) impact upon cultural conditions. Cultural conditions describe the informal arrangements necessary for school improvement to take place.

Relying on internal condition of the school Tolessa and Kokeb(2011) described that to enable schools to provide quality education and work effectively on strategies that enhance student achievement, it needs to fully arrange all internal enabling conditions and other related conditions which support it. Moreover, has listed commitment to collaborative planning, enquiry and reflection, leadership practice (transformational leadership), school-based staff development and involvement of pupils, staff, parent and community, and modification of classroom development conditions as the major schools internal conditions (enabling environments ).

They also tried to explain two major external conditions of school improvement as policy context and strategy, and local capacity. It is clear that, for success of school improvement initiatives the existence of a clear policy and intervention strategy will have a paramount importance.

According to Harris and Lambert (2003), in an attempt to clarify the need for local capacity or district supports described that while schools can and do improve themselves, this is rarely achieved without effective support from outside. External agency has been shown to be a prerequisite of successful school improvement. In the majority of cases, this external agency is provided by the Local Education Authority (LEA) and there is increasing evidence of the importance of the LEA in school improvement.

According to Barnes (2004), school improvement is a lot of work. It requires that several key conditions be in place to succeed. School improvement requires leadership to succeed. That means support from school leadership affirms the value of the work of an internal school-improvement team, providing the resources required helping the team be successful, and encouraging cooperation between the school-improvement team and the larger school community are essential.

Barnes (2004) further clarified that success of school improvement can also be described in line with the type of inquiry takes time. For a school-improvement team this means time to meet, plan, and coordinate their work. For the school as a whole this means time to collect, organize, and analyze the data and to discuss action steps and alternatives. Any of these may call for common planning time (as offered to many teachers in block scheduling), use of professional development opportunities, after-school meetings, and/or retreats.

School improvement seeks several types of skills to conduct an inquiry process. These skills need be possessed only by a few to build the skills of many or may be obtained from outside the school building through local universities, community based organizations, regional education labs, or other technical assistance organizations.

According to Marrison (2004), the school improvement literature tells us that effective schools are frequently self-managing and self-improving – they do it to themselves, often with some form of external support.

Generally school improvement is being operated in conditions which are considered as internal and external. Both conditions are required to be intentionally considered for the successful implementation of school improvement program.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

Under this study the research methodology, the sources of data, the study site and population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, the methods of data analysis and Ethical considerations were described.

#### **3.1 The Research Design**

In this study, descriptive survey design was employed. A descriptive survey describes and interprets what is there currently. The major goal of this study was to describe the practices and challenges of school improvement programs implementation. Hence, it helps to describe and clarify the practices and challenges of school improvement programs implementation. This approach has also been recommended by scholars. In line with this idea, Abiy et al., (2009) in Wondowsen (2014) stated that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, it helps to gather data at particular points in terms of the intentions of describing the nature of existing condition, or identifying standards against which existing condition can be compared, or determine the relationship that exist between specific event.

#### **3.2 The Research Method**

Quantitative research method was used in this study. It was used for assessing the practice and challenges of school improvement program implementation and leads to describing and clarifying of the current situation of the study and providing valid generalizations.

#### **3.3 Sources of Data**

Sources of data for this study included both primary and secondary sources of data.

### 3.3.1 Primary Source of Data

The major sources of primary data was teachers, principals, grade 10 students, Sip committee members of secondary schools, school facilities, Zonal Education officer and Woreda Education officers in curriculum preparation and provision department of kamash zone.

### 3.3.1 Secondary source of Data

The secondary sources of data were minutes of SIP committee, SIP strategic and annual plan, Self assessment documents, and copy of report made on SIP implementation and Feedback documents.

### 3.4 Study Site and Population

It is clearly indicated in the initial part of this research part that the research was conducted in secondary schools of Kamash Zone. There are three Zones in the Benishangul -Gumuz Region, namely Assosa, Metekel and Kamash zone. Kamash Zone is bordered on the North by Metekel zone, on the South, West and East by Oromia Region. This Zone has a total of 10 secondary schools and 149 teachers. The population that was employed for the study was all stakeholders in 10 secondary schools of kamash zone; specifically, secondary school teachers, SIP committee members, grade 10 students, Woreda and Zone education officers in curriculum preparation and provision department

### 3.5. Sample size and Sampling Techniques

There are 10 secondary schools in different woredas of kamash Zone. Among these secondary schools, the researcher decided to have 5 of them to be selected randomly as a sample believing that this account 50% of the total population and can represent the total population. As described above, the number of secondary schools included in the study was decided by the researcher personal judgment by considering available time and resources. Accordingly, Agalo Meti secondary school, Engineer Tigre Deressa senior secondary school, Kamash boarding school, Diza secondary school, and Yasso secondary school were selected as sample schools for this study.

Various sampling methods were employed so as to identify sample groups who were involved in the study representing the whole population. Accordingly, so as to select school improvement committee members those included in the sample purposive method was used. This is due to the fact that ideally they are considered to be active in planning and implementing SIP and in that they possess detail information about SIP.

From Woreda and Zonal Education officers, curriculum preparation and provision department coordinators were purposively selected. This was due to the fact that they were usually assigned as a SIP focal person and get involved assessing, evaluating and monitoring of SIP. So that the researcher perceived they can provide relevant and adequate information.

Accordingly, 20 individuals from SIP committees' members, 4 individuals from curriculum preparation and provision department coordinators of woreda education offices and one individual from curriculum preparation and provision department coordinators of kamash zone education office were included.

Since the sampled schools' teachers are too small in number; the researcher has used purposive method to be included in the study in that all contribute their input for the study. In addition to this, in order to increase the validity of the study, all the 89 teachers (i.e.11 teachers from Agalo Meti secondary school,24 teachers from Engineer Tigre Deresa senior secondary school,19 teachers from Kamashi boarding school, 11 teachers from Diza secondary school, and 24 teachers from Yasso secondary school) were included in the study.

In order to select specific samples from grade 10 students the researcher employed lottery method. The reason to use this method was based on the researcher's perception regarding students understanding of the SIP and Experience they developed in the school. Accordingly, these students have relatively the same understanding on SIP implementation and have 2years experiences in the school.

To determine the sample size of students in this study, the formula of (Daniel, 2006) cited in Winn (2006) was used. Therefore, the sample size was calculated as:

$$S = \frac{x^2 NP (1 - P)}{d^2 (N - 1) + x^2 P(1 - P)}$$



Where;

S = required sample size.

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where,  $X=1.96$  then  $X^2 = 3.841$

N = the population size.

P = the population proportion or expected proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Therefore, to determine the sample size of students,

$$S = \frac{x^2 NP(1-P)}{d^2(N-1) + x^2 P(1-P)} \text{ Where } N=289$$

$$S = 3.84 \times 289 \times 0.5 \times (1-0.5) / (0.05)^2 (289-1) + 3.84 \times 0.5(1-0.5)$$

$$S=165$$

Thus, the sample size of students for this study was 165. After determining the sample size from the total population, the researcher used lottery method of simple random sampling technique based on students' proportion found in the sample schools. The researcher believed that the sample of 165(57%) is sufficient to secure the validity of the data obtained from student respondents. Making proportional allocation of students in each school, equalize the representativeness of the larger as well as the smaller secondary schools for the study. To determine the proportion of sample size of students to be drawn from the selected schools, the researcher used the following derived formula of William (1977).

$$P_s = \frac{n}{N} \times N_{0j} \text{ of students in each school}$$

Where,  $P_s$  = Proportional allocation to size

$n$  = Total students' sample size (165)

$N$  = Total number of students in the five selected sample school (289)

Based on this calculation, 49 students from Engineer Tigre Deressa senior secondary school, 12 students from Kamash boarding secondary school, 34 students from Yasso secondary school, 29 students from Agalometti secondary school and 41 students from Diza secondary school were proportionally allocated.

After determining the proportional allocation of students to each school, the researcher employed lottery method of simple random sampling technique. The procedure was as follows;

1<sup>st</sup> the name of all students in 5 schools were written in alphabetical order

2<sup>nd</sup> the names of the students were written on the ticket and rolled

3<sup>rd</sup> the rolled ticket was put in a dish

4<sup>th</sup> the ticket was picked up until the necessary samples will be obtained

Table 1 Summary of Population and Sampling Technique

SN	Name of Woredas /Zone	Name of schools	Type of respondent	Target Population	Sample size	Sampling technique
1	Kamash	Engineer Tigre Deressa senior secondary school	Teachers	24	24	Purposive
			Students	86	49	Simple random
		Kamash boarding secondary school	Teachers	19	19	Purposive
			Students	21	12	Simple random
2	Yasso	Yasso secondary school	Teachers	24	24	Purposive
			Students	60	34	Simple random
3	Agalo	Agalometti secondary school	Teachers	11	11	Purposive
			Students	50	29	Simple random
4	Sirba abay	Diza secondary school	Teachers	11	11	Purposive
			Students	72	41	Simple random
Total				378	254	
5	The 4 woreada	Five of secondary schools	SIP committee memebers	20	20	purposive
6	The 4 woreada		WEO Officers	12	4	purposive
7	Kamash Zone		Zone education officers	3	1	Purposive
Total				35	25	

## **3.6 Instruments of Data Collection**

Questionnaires, interview, Observation and document analysis were tools used to collect relevant information for the issue under study.

### **3.6.1 Questionnaires**

Both closed and open-ended items were prepared in order to collect relevant data from the respondents. The questionnaire was prepared for teachers and principals in English language because since the medium of instruction at high school level is English language, they can understand the concepts in the questionnaire easily. The questionnaire was translated to Amharic for PTA and students. The questionnaires had two parts. The first part of the questionnaire was dealt with the respondents' background information like sex, age, educational level and service year.

Whereas the second part consisted of the question items that focused on practice and challenge of school improvement. In order to make students to rate their response with respect to close ended questionnaire, likert Scale was employed. Because it is easy and takes less time to construct; simplest way to describe opinion and provides more freedom to respond.

The questionnaires were dispatched and collected by the researcher under the immediate supervision of the principal investigator.

### **3.6.2 Interviews**

In order to get detail information of the practice and challenges of school improvement program implementation, an interview was designed and conducted with woreda and Zone education coordinators of curriculum preparation and provision departments. In this study, semi-structured interview was employed because it allows researchers to be flexible when new ideas are forwarded by the respondents. In that it allows respondents to react from various angles to the issue under study. . The interview questions were conducted with the interviewee in Amharic Language to reduce communication barriers. Notes were taken; summarized and later on translated in to English.

### **3.6.3 Observation**

Observation checklists were employed to observe learning facility, classroom facilities and school compounds. Because, it allows the researcher to observe the situation in its actual setting and draw conclusion regarding the availability of school facilities in secondary schools.

### **3.6.4 Document Analysis**

In order to support or strengthen the issue under study, various documents were analyzed at different levels. Accordingly, schools strategic plan, academic year annual plan, reports, minutes of SIP committee and feedback documents were analyzed for the sake of supporting data that was collected through questionnaire and interview.

### **3.7 Procedures of Data Collection**

The researcher has gone through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Zone Education office for ethical clearance , the researcher directly went to Belogigafoyi secondary school for pilot testing.

After having done this, the researcher communicated with Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, questionnaires were administered to sample individuals in the selected schools. In order to save time, the researcher conducted interview, document analysis and observation of school facilities while respondents were filling the questionnaire. While interviewing to minimize loss of information, the obtained data was written in a notebook. At last but not the list, the questionnaires was collected and made ready for data analysis.

### **3.8 Methods of Data Analysis and Interpretation**

Collected data was analyzed both quantitatively and qualitatively based on the response given through different data collecting tools (questionnaires, interview, observation, and document analysis). Data collected through close ended questionnaire was organized and the corresponding interpretation was made by using percentage and frequency. On the other hand, the data obtained

from observation and the document analysis, open ended questions and semi structured interview were analyzed qualitatively. Finally, the findings were concluded and suggested recommendations were forwarded.

### 3.9. Validity and Reliability Checks

According to Yalew Endawoke (1998), Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors. In addition, reliability checks were carried out at Belojiganfoy secondary school by distributing the questionnaire to 9 teachers, 9 students and 5 SIP committees. The internal consistency reliability estimate was calculated using Cronbach’s alpha. Its average reliability coefficient was 0.863. This was considered as reliable as indicated in many literatures. The respondents of the pilot test were not included in the actual study.

Table 2 Summary of coefficient of alpha

NO	Variables	Coefficient of alpha
1	Preparation made for SIP implementation	0.773
2	Teaching and learning domain	0.856
3	Safe and Healthy environment domain	0.879
4	School Leadership domain	0.889
5	Community participation domain	0.886
6	Challenges to SIP implementation	0.896
	Average	0.863

### 3.10. Ethical Consideration

Ethical considerations play a role in all research studies and all researchers must be aware of and give due attention to the ethical considerations related to their studies. Therefore the researcher communicated to all sample secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Communication that was made with the concerned bodies was made based on their consent without harming and threatening the personal and institutional wellbeing. The school records and information was kept confidential.

## **CHAPTER FOUR**

### **4.1 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter has two parts: the first deal with the characteristics of the respondents; and the second part presents the analysis and interpretation of the main data. The objective of this study was assessing practice and challenges of school improvement program implementation in kamash zone secondary schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview, document analysis and observation. The data gathered through interview was supposed to complement the quantitative data. Moreover, an observation was conducted by using checklist to observe the availability of adequate facilities for school improvement program implementation. Questionnaire was distributed to 274 respondents and 261 (95.25%) were returned. The return rate of the questionnaire was 155(93.94%) copies from students, 86(96.63%) copies from the teachers and 20(100%) from School improvement program committee. In addition, one zone education office coordinator of curriculum preparation and provision department and four Woreda education officer coordinators of curriculum preparation and provision department were interviewed.

#### 4.1.1 Background Information of the Respondents

Table 3 Characteristics of the Respondents

No	Items		Respondents						Total	
			students		teachers		Sip committee			
			No	%	No	%	No	%	No	%
1	Sex	Male	102	65.8	65	75.58	20	100	187	71.65
		Female	53	34.2	21	24.42	-	-	74	28.35
		Total	155	100	86	100	20	100	261	100
2	Experience	1 – 5 years	155	100	28	32.6	14	70	197	75.5
		6 – 10 years	-	-	40	46.5	6	30	46	17.6
		11 – 15 years	-	-	15	17.4	-	-	15	5.75
		16 – 20 years	-	-	2	2.3	-	-	2	0.77
		21 – 25 years	-	-	1	1.2	-	-	1	0.38
		26 - 30 years	-	-	-	-	-	-	-	-
		31 & above years	-	-	-	-	-	-	-	-
		Total	155	100	86	100	20	100	261	100
3	Age	16-25	155	100	21	24.4	3	15	179	68.6
		26-30	-	-	46	53.5	17	85	63	24.1
		31-40	-	-	19	22.1	-	-	19	7.3
		41-50	-	-	-	-	-	-	-	-
		>50	-	-	-	-	-	-	-	-
3	Educational background	≤10 <sup>th</sup>	155	100	-	-	10	50	160	61.3
		TTI	-	-	-	-	-	-	-	-
		Diploma	-	-	10	11.63	-	-	10	3.8
		First degree	-	-	75	87.2	8	40	83	31.8
		MA degree	-	-	1	1.17	2	10	3	1.14
		Total	155	100	86	100	20	100	261	100

As it can be observed from the table 1 above, respondents personal data was clearly shown in terms of their sex, age, educational level and their experience in secondary school. Accordingly, table 1 item1 indicates, the respondents personal data in terms of sex and it reveals that 102(65.8) % and 53(34.2%) of students were males and females respectively. This shows that participation of female students in education is low when compared to male students. Similar with this, kassa (2006) indicated that, the pattern of enrollment and participation of Ethiopian women in education is similar to that of many African countries. Statistics reveals that the number of female students enrolled in elementary, secondary and higher education is not equal to that of male students. 65(75.58) % of teachers and 20(100%) of SIP committee members were also males. In addition, except 1 interviewee all of the interviewees (Woreda education office coordinators of curriculum preparation and provision department, and zone education office coordinator of curriculum preparation and provision department) were also male respondents. From this one can conclude that the teaching staff was dominated by male and management positions are totally occupied by male individuals.

Regarding the experience of teachers, majority (67.4%) of them have an experience of greater than 5 years. Only 32.6 % are between 1-5 years of experience. Concerning the experience of the SIP committee members, majority (70%) have an experience of less than five years. Only 30% of them have an experience greater than five 5. This implies that they need some sort of capacity building and sharing ideas with senior teachers. All of the interviewed woreda and zone education officers have an experience between 11-20 years. This implies they probably have adequate experience on SIP implementation and can provide support for schools.

Regarding the age distribution of the respondents, one can read from the above table that majority of the teacher respondents (53.5%) are in the age gap between 26-30 years and 24.4% of them are between the age gaps 16-25. This indicates that teacher respondents are in the young stage and they can share experiences regarding school improvement program implementation from their senior teachers. 22.1% of teachers are between the age 31-40 years. From this one can expect that they are well experienced on how to implement school improvement program and can provide adequate support for young teachers. The age distribution of SIP committee members also shows that 85% of them are in the age gap 26-30 and they are young individuals and the can also involve in sharing experiences regarding school improvement program implementation with others.



Concerning the educational level of teachers and SIP committee members, the majority 87.2% and 40% respectively was degree and 1.17% and 10% were respectively MA holders. Furthermore, interviewed woreda and zone education officer coordinators of curriculum preparation and provision had either first degree or MA. From this one can conclude that, they can provide data for the research under study by viewing it from different dimension.

#### 4.1.2 Part two: Presentation of the main data

Table 4 Preparation made for SIP implementation

N O	Item	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	Adequate SIP materials provided to schools by concerned stakeholders on time	SD	20	12.9	14	16.3	4	20.0
		DA	65	41.9	33	38.4	8	40.0
		UN	25	16.1	8	9.3	6	30.0
		A	39	25.2	23	26.7	1	5.0
		SA	6	3.9	8	9.3	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
2	Adequate orientation or training regarding school improvement program provided to stakeholders	SD	33	21.3	18	20.9	3	15.0
		DA	65	41.9	41	47.7	11	55.0
		UN	24	15.5	6	7.0	3	15.0
		A	22	14.2	20	23.3	2	10.0
		SA	11	7.1	1	1.2	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
3	Adequate resources assigned and mobilized for school improvement program implementation	SD	27	17.4	20	23.3	3	15.0
		DA	78	50.3	38	44.2	12	60.0
		UN	13	8.4	4	4.7	3	15.0
		A	32	20.6	20	23.3	2	10.0
		SA	5	3.2	4	4.7		
		TOTAL	155	100.0	86	100.0	20	100.0
4	Stakeholders participated in school improvement planning	SD	36	23.2	20	23.3	5	25.0
		DA	61	39.4	37	43.0	6	30.0
		UN	14	9.0	2	2.3	1	5.0
		A	41	26.5	22	25.6	6	30.0
		SA	3	1.9	5	5.8	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
5	The status or level of school performance was properly evaluated and identified	SD	19	12.3	5	5.8	2	10.0
		DA	43	27.7	27	31.4	11	55.0
		UN	5	3.2	1	1.2		
		A	84	54.2	48	55.8	6	30.0
		SA	4	2.6	5	5.8	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
6	All the members of school improvement committee (SIC) were actively involved in the school's self assessment.	SD	23	14.8	21	24.4	3	15.0
		DA	72	46.5	42	48.8	10	50.0
		UN	8	5.2	2	2.3	1	5.0
		A	44	28.4	20	23.3	4	20.0
		SA	8	5.2	1	1.2	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
7	System of monitoring and evaluating the implementation of the school improvement program was formed	SD	18	11.6	14	16.3	1	5.0
		DA	44	28.4	25	29.1	7	35.0
		UN	2	1.3	1	1.2		
		A	83	53.5	42	48.8	9	45.0
		SA	8	5.2	4	4.7	3	15.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree,DA=disagree,UD=undecided,A=agree and SA=strongly agree

As shown in the above table an attempt was made to put responses obtained from various sources or respondents in percentages was presented. Accordingly, brief discussion of each item was given here under.

In table 4 item 1 the respondents were asked to give their opinion whether adequate SIP materials were provided to schools by concerned stakeholders on time or not. 54.8% of students, 54.7 of teachers and 60% SIP committee members were disagree respectively with the adequate provision of Sip materials on time in their respective school and 29.1% of students, 36% of teachers and 10% of SIP committee members were agree with the adequate provision of SIP materials on time by concerned stake holders. This indicates that there is a problem with respect to adequate provision of SIP materials on time. In supporting this idea in response to an interview conducted, he stated;

*“Adequate preparation for SIP implementation described in terms of providing SIP guide lines, providing training and allocating and assigning adequate budget. Though SIP materials were distributed to schools its provision was not adequate and also it was not provided on time.”(Interviewee code 121)*

In line with this in MOE (2010), it is described that it is important for all Committee members to have a good understanding of the SIP Framework as it has been developed specifically to improve student results. In order to have this there is a need of adequate SIP materials in the school. From this one can view that there is a problem with adequate provision of SIP materials on time by the concerned stakeholders and the issue seeks attention in the future.

Table 4 item 2 shows that the respondents were asked to react concerning orientation or training provided to concerned stakeholders on school improvement program. Accordingly, 63.2% of students, 68.6% of teachers and 70% of SIP committee members responded disagree and 21.3% of students, 24.5% of teachers and 15% of SIP committee members indicated their opinion as agree with respect to the provision of adequate orientation or training on school improvement program for concerned stake holders. According to interview data obtained from one of respondents, she stated as,

*“In order to say there is adequate preparation for SIP implementation; trainings were required to be provided on time for concerned stakeholders. But what we are observing was not like this and there is a problem of providing training on time for concerned stakeholders. Without having adequate training schools plan, implement and evaluate*

*SIP and also even woreda experts have no detail idea when improvements made on SIP.”(interviewee 122).*

Data obtained through two types of tools reveals that adequate trainings were not given as per improvements made to SIP guide lines and SIP plan. Therefore the issue seeks due attention if effective implementation of the SIP required.

Concerning the provision of training Harris and Lambert (2003) described that within any school improvement activity, the provision of training and support for staff is essential. The LEA offers an important source of training and development. In many cases, this training is provided in direct response to a particular set of school needs or addresses the specific needs of a group of staff within a school. Hopkins and Reynolds (2001) also further indicated that, without the possession of ‘capacity’, schools will be unable to sustain continuous improvement efforts that result in improved student achievement.

Under item 3 of table 4, respondents reacted to the question whether adequate resources assigned and mobilized for school improvement program implementation or not. Hence, 67.7% of students, 67.5% of teachers and, 75% of SIP committee members responded disagree and 23.8% of students, 37.4% of teachers and, 10% of SIP committee members showed their response as agree. In response to interview conducted one of respondents stated,

*“Assigning and mobilizing resources for school improvement program implementation were not in an adequate way. It is only GQIP fund that is available for school improvement program implementation. Woreda and Zone education offices do not allocate adequate budget for SIP implementation. But NGO fund may not persist for a long time, thus an attempt to mobilize resources for school improvement program implementation need to be started.” (Interviewee 121).*

From this it is possible to conclude that the issue of assigning adequate resources and mobilizing additional resources from various sources was not conducted and it needs to get special great attention.

Item 4 of the table, respondents were required to give their opinion with respect to participation of stake holders in school improvement planning. Students, teachers and SIP committee members with 62.6%, 66.3% and 55% percent respectively were disagree with the statement that says stakeholders participated in school improvement planning.

With this 28.4%, 31.4% and 40% students, teachers and SIP committee members were agree with the participation of stakeholders in school improvement planning. In response to interview conducted one of respondents stated,

*“School improvement planning was usually prepared by certain individuals or the principal alone without the participation of other concerned stake holders.” (Interviewee 123).*

These data reveals that in SIP planning concerned stake holders were not participated. To effectively implement SIP, schools need to focus on planning and allow others to participate and also expect others to implement effectively.

As shown in item 5, respondents were asked to show their agreement on statement that says the status or level of school performance was properly evaluated and identified. The data showed that Students, teachers and SIP committee members with 40%, 37.2% and 65% percent respectively disagree with the statement that says status or level of school performance was properly evaluated and identified. But 56.8% Students, 61.6 % teachers and 35% SIP committee members respectively were agreed with the idea that the status or level of school performance was properly evaluated and identified. From this one can see that evaluation and identification of school performance was conducted properly but it lacks the participation of various stake holders.

Item 6 of the table asked the respondents to give their opinion concerning the active participation of all SIP committee members in the school’ self assessment. To this question 61.3% of students, 73.2% of teachers and 65% of SIP committee members responded disagree and 33.6% of students, 24.5% of teachers and 30% of SIP committee members responded agree. From this it is possible to see that there is a problem with active participation of all SIP committee members.

Document analysis shows that the school improvement plans simply a copy of one another rather than being prepared based detail analysis of the current school performance. As shown in item 7 respondents were expected to provide their agreement on the monitoring and evaluating System formed for implementation of the school improvement program in their school. Regarding this item, most of the respondents (58.7%, 53.3%, 60% of students, teachers and SIP committee members responded agree & 40%, 45.4%, 40% of students, teachers and SIP committee members

responded disagree with respect to formation of monitoring and evaluation system for school improvement program in their school. In addition to this one of respondents stated,

*“The system by which SIP implementation was evaluated and monitored was formed, but what matters is functionality of the system.”* (Interviewee 123).

From this it is possible to conclude that schools are planning the way they monitor and evaluate their school improvement program implementation and fail to put the system into practice.

Table 5 SIP Implementation with respect to Teaching and Learning Domain item 1-6

N O	Item	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	The school has a set of collaboratively developed values and beliefs about the principles that strengthen quality learning and teaching.	SD	56	36.1	25	29.1	5	25.0
		DA	46	29.7	36	41.9	11	55.0
		UN	29	18.7	2	2.3	1	5.0
		A	23	14.8	21	24.4	3	15.0
		SA	1	.6	2	2.3		
		TOTAL	155	100	86	100	20	100.0
2	Teachers demonstrate that they understand and apply contemporary, effective teaching methods and strategies in classrooms.	SD	35	22.6	10	11.6	1	5.0
		DA	62	40.0	44	51.2	9	45.0
		UN	24	15.5	7	8.1	5	25.0
		A	30	19.4	24	27.9	5	25.0
		SA	4	2.6	1	1.2		
		TOTAL	155	100.0	86	100.0	20	100.0
3	Parents and care givers involve in their children's learning and development.	SD	38	24.5	18	20.9	3	15.0
		DA	55	35.5	40	46.5	5	25.0
		UN	9	5.8	5	5.8	7	35.0
		A	53	34.2	21	24.4	3	15.0
		SA			2	2.3	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
4	The school has put in place support mechanisms for academically weak students	SD	7	4.5	8	9.3	2	10.0
		DA	58	37.4	25	29.1	7	35.0
		UN	11	7.1	1	1.2	1	5.0
		A	75	48.4	47	54.7	10	50.0
		SA	4	2.6	5	5.8		
		TOTAL	155	100.0	86	100.0	20	100.0
5	Benchmarks are set and made explicit	SD	45	29.0	27	31.4	9	45.0
		DA	60	38.7	35	40.7	9	45.0
		UN	22	14.2	3	3.5	2	10.0
		A	25	16.1	17	19.8		
		SA	3	1.9	4	4.7		
		TOTAL	155	100.0	86	100.0	20	100.0
6	The school ensure that teachers teach according to their daily and annual plan	SD	36	23.2	13	15.1	1	5.0
		DA	32	20.6	21	24.4	6	30.0
		UN	13	8.4	3	3.5		
		A	69	44.5	48	55.8	11	55.0
		SA	5	3.2	1	1.2	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree, DA=disagree, UD=undecided,A=agree and SA=strongly agree

As shown in the Table 5 above respondents were asked to give their opinion or agreement on implementation of school improvement program in general and teaching and learning domain in particular. Accordingly, as indicated in table 5 item 1 respondent were requested to show their agreement on the statement described as “the school has a set of collaboratively developed values and beliefs about the principles that strengthen quality learning and teaching”. For this item, 65.8% of students, 71% of teachers and 80% of SIP committee members responded disagree and 415% of students, 26.7% of teachers and 15% of SIP committee members reacted agree. The overall responses provided revealed that there is a problem of setting collaboratively developed values and beliefs about principles that strengthen quality learning and teaching. This shows that it seeks due attention in the future to be improved in order to support quality teaching and learning.

Under table 5 item 2 it was indicated that respondent were asked to react with whether teachers demonstrate that they understand and apply contemporary, effective teaching methods and strategies in classrooms or not. With this, 62.6% of students, 62.8% of teachers and 50% of SIP committee members responded that they were disagree with the idea and 22% of students, 29.1% of teachers and 25% of SIP committee members responded that they agreed with the concept.

In line with this as to data obtained through interview, one respondent stated,

*“Now a day’s novel teachers were being assigned to secondary school without having or receiving adequate training on contemporary and effective teaching methods in that they lack also detail information on SIP implementation. Due to this they fail to implement contemporary teaching methods success fully in class rooms.”* (Interviewee 121).

Data obtained through the two types of tools clarifies that there is a problem with understanding and applying of contemporary, effective teaching methods and strategies in class rooms. In line with this, Hopkins and Reynolds (2010) described that if focusing on improving teaching is needed, the most effective place to do so is in the context of a classroom lesson. If started with lessons, the problem of how to apply research findings in the classroom disappears. The improvements are devised within the classroom in the first place. The challenge now becomes that of identifying the kinds of changes that will improve student learning in the classroom and, once the changes are identified, of sharing this knowledge with other teachers who face similar problems, or share similar goals in the classroom. It is the focus on improving instruction within



the context of the curriculum using a methodology of collaborative enquiry into student learning, that provides the usefulness for third age school improvement efforts.

In item 3 of 5 respondents were asked to show their agreement whether Parents and care givers involve in their children's learning and development or not. In this respect, 60%, 67.4% and 40% of students, teachers and SIP committee members expressed their agreement as disagree and 34.2%, 26.7% and 25 % of students, teachers and SIP committee members respectively expressed their agreement as agree. The overall response of the respondents shows that parents and care givers are not involving in their children's learning and development. According to interview conducted with one respondent, he stated,

*“There are only some parents and care givers who involve in their children's learning and development with respect to fulfilling educational materials but majority of them fail to do so. There is huge problem with controlling students, following their students' progress at school and providing reference materials.”* (Interviewee 123).

From this we can say that parents and care givers involvement in their students' learning was very low and seek attention from concerned stakeholders.

As shown in the table 5 above in item 4 respondents were required to express their agreement whether the school has put in place support mechanisms for academically weak students or not. Majority of respondents that means 41.9% of students, 38.4% teachers and 45% SIP committee members reacted that they were disagreed with the concept that schools have put in place support mechanism for academically weak students and 51% of students, 60.5% teachers and 50% SIP committee members reacted that they were agreed with the statement. Data collected through interview supports this idea partially. Accordingly, one respondent stated,

*“In SIP plan, one of indicators was supporting academically weak students. Though there is a plan for this in school, it was less practically implemented. Thus, academically weak students are expected to get support if SIP properly implemented. This is not realized in the schools.”*(Interviewee 123).

This leads to the conclusion of even though there was a plan to support academically weak students, there is a problem of putting it in to practice. Hence, this requires great attention to be improved by the stake holders.

According to item 5 67.7% of students, 72.1% of teacher respondents and 90% of SIP committee members showed their disagreement and 18% of students and 24.5% of teacher respondents showed their agreement on the issue of benchmarks set and made explicit. This revealed that setting bench marks and making it explicit was not being implemented in the area under study.

In item 6 of table 5 respondents provided their level of agreement on the issue of whether the school ensures that teachers teach according to their daily and annual plan. To this item majority of the respondent (47.7% of students, 57% of teacher respondents and 65% of SIP committee members) responded that they agree with the concept of the statement. That means, ensuring whether teachers are using their annual plan and daily plan was properly implemented and (43.8% of students, 39.5% of teacher respondents and 35.0% of SIP committee members) responded that they disagree with the concept of the statement. From this we can conclude that the schools of the zone are conducting follow up to teachers whether they are teaching according to their plan or not.

Table 6 SIP Implementation with respect to Teaching and Learning Domain from item 7-10

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
7	Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning	SD	36	23.2	3	3.5	1	5.0
		DA	32	20.6	22	25.6	9	45.0
		UD	13	8.4	1	1.2	5	25.0
		A	69	44.5	56	65.1	5	25.0
		SA	5	3.2	4	4.7	20	100.0
		TOTAL	155	100.0	86	100.0	1	5.0
8	Teachers use the comments given to them for improving their performances	SD	27	17.4	10	11.6	2	10.0
		DA	61	39.4	30	34.9	11	55.0
		UD	18	11.6	5	5.8	5	25.0
		A	47	30.3	41	47.7	1	5.0
		SA	2	1.3			1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
9	Assessment data is used to inform ongoing learning and teaching experiences for individual and groups of students.	SD	20	12.9	14	16.3	2	10.0
		DA	78	50.3	34	39.5	13	65.0
		UD	17	11.0	3	3.5	3	15.0
		A	38	24.5	34	39.5	1	5.0
		SA	2	1.3	1	1.2	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
1 0	Students get feedback regularly from their teachers	SD	35	22.6	16	18.6	4	20.0
		DA	61	39.4	32	37.2	11	55.0
		UD	23	14.8	18	20.9	4	20.0
		A	31	20.0	12	14.0	1	5.0
		SA	5	3.2	8	9.3		
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree, DA=disagree,UD=undecided,A=agree and SA=strongly agree

As shown in item 7 of table 6 respondents were required to provide their degree of agreement with the teachers understanding of the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning, accordingly 43.8% of students ,29.1% of teachers and 50% of SIP committee members showed their disagreement and 47.7% of students , 65.0% teachers and 25% SIP committee members showed their agreement with respect to the teachers understanding of the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning. This shows that majority of students and teachers showed their

agreement with the issue. But SIP committee members' data shows the existence of the problem unlike the response of students and teachers. In supporting SIP members', according to interview conducted with one of respondent, he Stated,

*“Teachers are expected to support students learning through developing additional materials like teaching aids in order to strength their learning but developing additional materials like teaching aids was very minimal in secondary schools.”* (Interviewee 125).

The overall data obtained from different respondents revealed that there is a problem with respect to understanding of the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning. In this regard SIP implementation was considered to be less satisfactory.

In line with this, Myers (1996) described that the quality of teaching is at the heart of successful schooling. In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the pupils. Successful teachers are sensitive to differences in the learning styles of the pupils and adapt their teaching style accordingly.

In the same table item 8, question was raised to respondents to rate their degree of agreement regarding teachers use of the comments given to them for improving their performances. Accordingly 56.8% of students, 46.5% of teacher respondents and 65% of SIP committee members showed their disagreement and 31.6% of students, 47.7% of teacher respondents and 10% of SIP committee members showed their disagreement. This data shows teachers lack willingness to use the comments given for them by different stake holders.

As shown in Table 6 item 9, respondents were asked whether or not Assessment data is used to inform ongoing learning and teaching experiences for individual and groups of students. With this 63.2% of students, 55.8% of teacher respondents and 75% of SIP committee members showed their disagreement and 25.8% of students, 40.7% of teacher respondents and 10% of SIP committee members showed their agreement. In supporting this idea interview conducted with revealed that there is a misconception on the use of continuous assessment. Accordingly she stated;

*“Misconception on the use of continuous assessment also another challenges to SIP implementation. That means teachers simply continuously test, give assignments, home*

*works and record their achievement. The concept behind continuous assessment was beyond testing and recording. Teachers and students need to use it for designing various strategies to improve the current recorded result.” (Interviewee 122).*

Hence, obtained data showed that there was a problem of using continuous assessment for enhancing students’ progress and indicating the current status of teaching and learning.

As in table 6 item 10 indicated, respondents were asked to rate their level of agreements concerning the statement that says “Students get feedback regularly from their teachers”. With this 62% of students, 55.8% of teacher respondents and 75% of SIP committee members showed their disagreement and 23.2% of students, 23.3% of teacher respondents and 5% of SIP committee members showed their agreement. The overall percent of respondents data showed that majority of them were disagree with the regular provision of feedback for students by their teachers. From this one can conclude that problem of providing regular feedback for students by their teacher was existed in the Kamash zone.

Table 7 SIP Implementation with respect to Teaching and Learning Domain from item 11-13

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
11	Students are involved in community based programs and school clubs which develop their understanding of wider issues	SD	23	14.8	3	3.5	2	10.0
		DA	40	25.8	29	33.7	5	25.0
		UN	13	8.4				
		A	71	45.8	49	57	11	55.0
		SD	8	5.2	5	5.8	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
12	After school improvement program implementation, students' academic achievements have shown considerable improvement over time	SD	28	18.1	10	11.6	9	45.0
		DA	53	34.2	34	39.5	5	25.0
		UD	22	14.2	22	25.6	2	10.0
		A	36	23.2	13	15.1	2	10.0
		SD	16	10.3	7	8.1	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
13	Teachers evaluate students' performance through continuous assessment	SD	16	10.3	5	5.8	1	5.0
		DA	47	30.3	23	26.7	6	30.0
		UD	3	1.9	1	1.2	2	10.0
		A	74	47.7	53	61.6	10	50.0
		SA	15	9.7	4	4.7	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree, DA=disagree,UD=undecided,A=agree and SA=strongly agree

From the data in table 7 of item 11 above, student, teacher and SIP committee respondents with the percent of 51%, 62.8% and 65% respectively confirmed their agreements that Students are involved in community based programs and school clubs which develop their understanding of wider issues. But 40.6% of students, 37.2% of teacher respondents and 35% of SIP committee members showed their disagreement. This shows secondary school students of kamash zone are active in participation of community based programs and school clubs. From this we can conclude that students can develop their understanding on wider issues and there is no problem in the zone with respect to this issue.

As it is observed in the above table item 12, respondents were asked to react on the statement that was described as “after school improvement program implementation, students' academic achievements have shown considerable improvement over time”. Regarding this 52.3% of students, 51.1% of teacher respondents and 70% of SIP committee members showed their disagreement and 33.5% of students, 23.2% of teacher respondents and 20% of SIP committee

members showed their agreement on issue of improvement made to students' academic achievement.

As to interview made with one respondent, he stated;

*“There are various challenges left untreated like shortage of school facilities and less motivation of students that are blocking its effective implementation and in that it failed to bring considerable improvement on students' academic achievement.”* (Interviewee 123).

This shows that the progress was not satisfactory or not as expected. From this it could be possible to conclude that the considerable improvements were not observed as result of implementing school improvement program.

In the last item of the above table, respondents were requested to give their opinion concerning the statement that says “teachers evaluate students' performance through continuous assessment”. In line with this majority( 57.4% students, 66.3% of teachers and 55% of SIP committee members) have shown their agreement that teachers are evaluating their students through continuous assessment and 40.6% students, 32.5% of teachers and 35% of SIP committee members have shown their disagreement with the issue that says teachers are evaluating their students through continuous assessment. From this we can conclude that students are being evaluated by continuous assessment and problem lies with the way it was used for improvement.

Table 8 SIP Implementation in relation to Safe and Healthy environment Domain from item 1-5

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	System that enable students to discuss on their problem of learning and seek solutions was developed	SD	16	10.3	6	7.0	1	5.0
		DA	48	31.0	21	24.4	7	35.0
		UD	5	3.2	1	1.2	1	5.0
		A	79	51.0	54	62.8	10	50.0
		SA	7	4.5	4	4.7	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
2	School leadership, teachers and students work together to make the school compound attractive, comfortable, clean and safe	SD	31	20.0	5	5.8	1	5.0
		DA	36	23.2	29	33.7	8	40.0
		UD			1	1.2		
		A	81	52.3	47	54.7	10	50.0
		SA	7	4.5	4	4.7	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
3	Students work is celebrated by being displayed on notice-boards	SD	25	16.1	20	23.3	2	10.0
		DA	82	52.9	29	33.7	11	55.0
		UD						
		A	44	28.4	36	41.9	7	35.0
		SA	4	2.6	1	1.2		
		TOTAL	155	100.0	86	100.0	20	100.0
4	The school promotes the participation of students in school decision making	SD	44	28.4	33	38.4	4	20.0
		DA	53	34.2	27	31.4	7	35.0
		UD	24	15.5	24	27.9	5	25.0
		A	27	17.4	1	1.2	3	15.0
		SA	7	4.5	1	1.2	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
5	Students are motivated to learn and participate actively in lessons	SD	46	29.7	11	12.8	3	15.0
		DA	69	44.5	41	47.7	11	55.0
		UD	26	16.8	27	31.4	2	10.0
		A	13	8.4	5	5.8	4	20.0
		SA	1	.6	2	2.3		
		TOTAL	155	100.0	86	100.0	20	100.0

Key: SD=strongly disagree, DA=disagree,UD=undecided,A=agree and SA=strongly agree

As it can be observed in table 8 item 1, 55.5% of students ,67.5% of teachers and 55% of SIP committee members responded to the question raised for them as system that enable students to discuss on their problem of learning and seek solutions was developed in schools by responding agree. For the same question significant number of students , of teachers and of SIP committee members (41.3%, 31.4%&40% respectively) have shown their disagreement with the development of the system that enable students to discuss on their problem of learning and seek



solutions in schools. By considering the response of majority it is possible to say that the system was created in the secondary schools of the zone. But some teachers, students and SIP committee members lack the awareness of the system according to the data.

For item 2 table 8 respondents were required to show their agreement regarding whether or not School leadership, teachers and students work together to make the school compound attractive, comfortable, clean and safe. Hence as indicated in the table majority of the respondents that means 56.8% of students, 59.4% of teachers and 55% of SIP committee members showed their level of agreement as agree. Significant number of respondents (43.2% of students, 39.5% of teachers and 45% of SIP committee members) showed their level of agreement as disagree. This shows that teachers, students and SIP committee members were striving to create comfortable, clean and safe environment but there are some that are not involving in the process of making it conducive.

Item 3 of table 8 indicated that respondents were asked to rate their degree of agreement with respect to whether or not students work is celebrated by being displayed on notice-boards or not. With this idea 31% of students, 43.1% of teachers and 35% of SIP committee members responded as agree and 69 % of students, 57% of teachers and 65% of SIP committee members responded as disagree. This shows that majority respondents have shown their disagreement with the idea under study in this item. From this it is possible to observe that celebrating students work by displaying on notice board was not properly conducted in the secondary schools of the Zone.

In item 4 of table 8, respondents have shown their agreement towards whether the school promotes the participation of students in school decision making or not. Concerning this idea majority of the respondents responded that students were not participated in school's decision making. That means as can be seen from the table, 62.6% of students, 69.8% of teachers and 55% of SIP committee members have shown their agreement as disagree and 21.9% of students, 2.4% of teachers and 20% of SIP committee members have shown their agreement as agree. According to interview conducted with one respondent, he stated;

*“Even though current education system encourages students to participate in various decisions made in schools through their representatives, most of secondary schools were not participating in the school's decision making. Principals fail to allow students to participate in decision making.”* (code 121).

From this we can conclude that decisions made in the school are conducted without active participation of students. Hence, it requires to great attention by concerned bodies.

Regarding whether students are motivated to learn and participate in lessons, majority of respondents rated their degree of agreement as disagree (74.2% of students, 60.5% of teachers and 60% SIP committee members) and agree (9% of students, 8.1% of teachers and 20% of SIP committee members). According to interview conducted with one respondent, he stated;

*“Students have less motivation for learning and participation in class room. Most of them were indigenious and they were in schools simply for the matter of completing grade 10 and searching for position in offices. During supervision we have observed and commented that teachers themselves are not this much motivating students to participate in lesson and rather they simply struggle to cover the portion according to their plan.”* (code 121).

From this we can see that an attempt to motivate student to participate was very low and motivation of students themselves was weak. With respect to this, Harris and Muijs (2005) pointed out that quality of teaching strongly influences pupil motivation and achievement; it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom.

Table 9 SIP Implementation in relation to Safe and Healthy Environment Domain from item 6-11

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
6	The school has toilet room for female students	SD	1	.6	28	1.2		
		DA	17	11.0	45	7.0		
		UD	10	6.5	6	7.0	2	10.0
		A	90	58.1	6	52.3	14	70.0
		SA	37	23.9	1	32.6	4	20.0
		TOTAL	155	100.0	86	100.0	20	100.0
7	The school has toilet room for male students	SD	2	1.3	2	2.3	1	5.0
		DA	37	23.9	6	7.0	4	20.0
		UD	12	7.7	8	9.3	4	20.0
		A	58	37.4	33	38.4	8	40.0
		SA	46	29.7	37	43.0	3	15.0
		TOTAL	155	100.0	86	100.0	20	100.0
8	The school has library to support students learning	SD	18	11.6	6	7.0		
		DA	18	11.6	21	24.4	6	30.0
		UD	8	5.2	3	3.5	1	5.0
		A	95	61.3	48	55.8	13	65.0
		SA	16	10.3	8	9.3		
		TOTAL	155	100.0	86	100.0	20	100.0
9	The school has enough learning class rooms to student class room ratio	SD	35	22.6	7	8.1	4	20.0
		DA	58	37.4	21	24.4	11	55.0
		UD	4	2.6	3	3.5	1	5.0
		A	48	31.0	47	54.7	3	15.0
		SA	10	6.5	8	9.3	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
10	The school has laboratory room with the necessary materials to support practical learning	SD	38	24.5	22	25.6	9	45.0
		DA	87	56.1	22	25.6	8	40.0
		UD	6	3.9	15	17.4	3	15.0
		A	20	12.9	22	25.6		
		SA	4	2.6	5	5.8		
		TOTAL	155	100.0	86	100.0	20	100.0
11	The school has well established guidelines for student management	SD	19	12.3	11	12.8	1	5.0
		DA	46	29.7	18	20.9	6	30.0
		UD			5	5.8		
		A	82	52.9	50	58.1	12	60.0
		SA	8	5.2	2	2.3	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree,DA=disagree,UD=undecided,A=agree and SA=strongly agree

As shown in item 6&7 of the table 9 respondents were asked to show their agreement on the availability of latrine for both sexes. Accordingly majority of the respondents (82% students, 84.9% teachers and 90% SIP committee members) responded that there is latrine for both sexes.

Data obtained through observation shows that latrine for both sexes were inadequate in all of the sample secondary schools. Data obtained through interview also revealed that though latrines exist for both sexes in majority of secondary school, but it is not in a required quality and quantity. One respondent pointed out;

*“Latrines exist for both sexes in majority of secondary school, it is no in required quality and quantity. Some of the latrines built for the sake of temporary usage.”* (Interviewee 124).

Under item 8 of the above table respondents were asked to respond regarding the availability of library in the secondary school. Accordingly, majority of the respondents’ that means 71.2% of students, 65.1% of teachers and 65% of SIP committee members responded that they agree with the existence of library in the school and 23.2% of students, 31.4% of teachers and 30% of SIP committee members responded disagree. In supporting this data obtained through observation revealed that there are libraries in secondary school but they are in adequate.

In response to this during interview, one respondent stated;

*“Schools need to have library with adequate and updated reference materials if focus is put on effectiveness but secondary schools lack adequate and updated reference materials to support students learning effectively.”*(Interviewee 125)

As shown in the table item 9, request was forwarded for respondents concerning whether the school has enough learning class rooms to student class room ratio or not. With respect to this issue majority (60% of students, and 75% of SIP committee members replied disagree) of the respondents responded that they are not agreed with the adequate availability of class room compared to students number and 64% teachers replied agree with the adequate availability of class room compared to students number. Observation data also shows that class rooms inadequately available in secondary school of the zone. Interview data supports response of students and SIP committee members and showed that adequate class rooms were not available. Accordingly, one respondent stated;

*“Nowadays number of students enrolled in schools is increasing from time to time in that classrooms are not adequate as per the required standard and there is a need of additional classroom in secondary schools. In short there is problem of adequate class rooms.”*(Interviewee 122).

Based on the overall data, it is possible to say that there is a problem of class rooms in the area under study.

In item 10 of table 9 it was shown that there were problems of laboratory room with the necessary materials to support practical learning. This was generalized based on data obtained from teachers, students and SIP committee members. Accordingly to the data collected 80.6% of students, 51.2% of teachers and 85% of SIP committee members responded disagree and 15.5% of students and 31.4% of teachers responded disagree. In supporting this idea observation data also reveals that there are no laboratories with chemicals and equipment in the secondary schools of the zone. This implies that secondary schools of the area simply leaning only the theoretical aspect of concepts. Hence this issue seeks deliberate attention to be improved.

Respondents were also asked to react on whether the school has well established guidelines for student management or not. In line with this, 58.1% of students, 60.4% of teachers and 65% of SIP committee members have shown their agreement on the existence of well established guide lines for management of students. Significant numbers of respondents that mean 42% of students, 33.7% of teachers and 35% of SIP committee members responded strongly disagree & responded agree respectively. This shows that though well established guide lines are in schools some members were not aware of it.

In general, data obtained through observation reveals that plasma TV was not available in majority of schools, computers for students not available in most schools, pedagogical center and teaching aid not adequate, water supply not adequate in some and not available in most schools, electric power inadequate, play ground not available in most schools, recreation center not available, notice board, student furniture, black board and chalk were not adequate in secondary schools of the zone. This implies that secondary schools of the zone are not this much conducive. But students and teachers are expected to conduct their teaching learning process in conducive environment, and hence this shows that there is need for improvement. Furthermore, this data shows that SIP implementation with respect to this domain was ineffective.

Table 10 SIP Implementation regarding School Leadership Domain based on item 1-4

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.	SD	34	21.9	6	7.0	1	5.0
		DA	44	28.4	23	26.7	6	30.0
		UD	13	8.4	2	2.3	1	5.0
		A	64	41.3	48	55.8	10	50.0
		SA			7	8.1	2	10.0
		TOTAL	155	100.0	86	100.0	20	100.0
2	School polices, regulations and procedures are effectively communicated and followed.	SD	28	18.1	20	23.3	2	10.0
		DA	95	61.3	54	62.8	15	75.0
		UD	9	5.8	1	1.2		
		A	21	13.5	8	9.3	3	15.0
		SA	2	1.3	3	3.5		
		TOTAL	155	100.0	86	100.0	20	100.0
3	The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.	SD	40	25.8	22	25.6	3	15.0
		DA	65	41.9	36	41.9	9	45.0
		UD	37	23.9	17	19.8	6	30.0
		A	9	5.8	8	9.3	1	5.0
		SA	4	2.6	3	3.5	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
4	Leadership facilitates and supports action research initiatives and provides resources and technical support.	SD	54	34.8	39	45.3	5	25.0
		DA	63	40.6	14	16.3	5	25.0
		UD	29	18.7	29	33.7	7	35.0
		A	8	5.2	4	4.7	3	15.0
		SA	1	.6				
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree,DA=disagree,UD=undecided,A=agree and SA=strongly agree

As can be seen in item 1 of table 10 it was indicated that respondents were required to provide their opinion regarding the existence of structures and processes to support shared leadership in which everyone has collective responsibility for student learning. Concerning this, obtained data that means 41.3% students, 63.9 % of teachers and 60% of SIP committee members have shown their opinion as agree. This shows the structures and processes were available in secondary schools of kamash zone. But majority (50.3%) of student respondents has indicated their agreement as disagree.

From this one can infer that though structures and processes that support shared leadership were existing in schools majority of students lack its information.

Based on this, Danielson (2002) put that a school's organizational structures can go a long way toward promoting student learning. At all instructional levels, the school's organizational pattern can materially affect the manner in which students and teachers interact. All of these school wide structures should be designed to maximize teacher and student flexibility, encourage in-depth teaching and learning, and integrate as many different resources as possible.

Whether School polices, regulations and procedures are effectively communicated and followed or not were asked in item 2 of the same table. Accordingly, 79.4% of students, 86.1% of teachers and 85% of SIP committee members have shown their disagreement. Only certain percent of the respondents replied that they agree with the idea.

Under item3 whether the schools' decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively or not were requested. As show in the table, 67.7% of students, 67.5% of teachers and 60% of SIP committee members have responded as disagree and 8.4% of students, 12.8% of teachers and 10% of SIP committee members have responded as agree. The sum of this response revealed that schools' decision and administration processes were not conducted based on data collection, analysis and communicating with parents. In response to interview conducted with one of respondents, he stated;

*“Secondary school fails to conduct schools' decision and administration process according to set criteria. Sometimes we intervene to solve when problems arise in secondary school.”(Interviewee 125).*

Data collected through two types of tools indicate that schools are not conducting decisions and administrative processes properly and this see attention to be improved.

Under item 4, respondents were asked to react weather leader ship facilitates and supports action research initiatives and provide resources and technical support or no. Accordingly, majority (75.4% students, 61.6% teachers and 50% SIP committee members) replied disagree and significant number of respondents fail to decide. This implies that there is a problem with respect

to leader's role in facilitating and supporting action research and in that it is affecting the implementation of SIP.

Table 11 SIP Implementation regarding School Leadership Domain based on item 5 -9

NO	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
5	Leadership facilitates a shared approach to solve various issues	SD	45	29.0	14	16.3	4	20.0
		DA	89	57.4	54	62.8	12	60.0
		UD	7	4.5	3	3.5	2	10.0
		A	13	8.4	15	17.4	2	10.0
		SA	1	.6				
		TOTAL	155	100.0	86	100.0	20	100.0
6	Training needs of teachers are identified and communicated to the Woreda	SD	52	33.5	25	29.1	4	20.0
		DA	70	45.2	32	37.2	11	55.0
		UD	21	13.5	25	29.1	1	5.0
		A	10	6.5	4	4.7	3	15.0
		SA	2	1.3			1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
7	All teachers are involved in the planning, implementation and evaluation of school activities	SD	13	8.4	1	1.2		
		DA	62	40.0	42	48.8	8	40.0
		UD	3	1.9	3	3.5	1	5.0
		A	74	47.7	40	46.5	11	55.0
		SA	3	1.9	86	100.0		
		TOTAL	155	100.0	1	1.2	20	100.0
8	The school leader has created awareness for school community in the implementation of SIP.	SD	47	30.3	7	8.1	1	5.0
		DA	54	34.8	46	53.5	12	60.0
		UD	14	9.0	3	3.5	3	15.0
		A	37	23.9	30	34.9	4	20.0
		SA	3	1.9				
		TOTAL	155	100.0	86	100.0	20	100.0
9	Minutes of P.T.A and School Improvement Committee and the Student Representative Council meetings indicate a high level of participation in school decision making and governance	SD	45	29.0	14	16.3	5	25.0
		DA	61	39.4	46	53.5	8	40.0
		UD	34	21.9	12	14.0	4	20.0
		A	12	7.7	12	14.0	2	10.0
		SA	3	1.9	2	2.3	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree,DA=disagree,UD=undecided,A=agree and SA=strongly agree

In item 5 of table 11, respondents were requested to show their agreement towards whether the school Leadership facilitates a shared approach to solve various issues or not. Concerning this idea majority of the respondents responded that school Leadership was not facilitating a shared



approach to solve various issues. That means as can be seen from the table, 86.4% of students, 79.1% of teachers and 80% of SIP committee members have shown their agreement as disagree. Significant number of respondents replied that they that there is a practice of sharing facilitated leadership. Hence considering the majority it is possible to say that school leadership was not facilitating shared leadership at the expected level. This indicates that there is a problem with respect to practicing shared leadership in the zone.

In item 6 of table 11 respondents have shown their degree agreement towards whether the training needs of teachers are identified and communicated to the Woreda or not. Concerning this idea majority of the respondents responded that they disagree with identification and communication of training needs of teachers the Woreda. That means as can be seen from the table, 78.7% of students, 66.3% of teachers and 75% of SIP committee members have shown their agreement as disagree and 7.8% of students, 4.7% of teachers and 20% of SIP committee members have shown their degree of agreement as disagree. From this one can conclude that there is a problem of reporting training needs of teachers to woreda.

As indicated in table 11 of item 7 48.4% of students, 50% of teachers and 40% of SIP committee members disagree and 49.6% of students, 46.5% of teachers and 55% of SIP committee members agree with respect to the involvement of all teachers in the planning, implementation and evaluation of school activities. The data showed that majority of students and SIP committee members have shown their opinion as all teachers were involved in the planning, implementation and evaluation of school activities. On the other hand, slightly greater percent of teacher respondents showed their disagreement with the issue.

Document analysis also revealed that there is annual plan and strategic plans in secondary schools of the zone. But the plans seem same from one teacher to another and also department to department. This indicates with respect to involvement of all teachers there were good attempt in the secondary school of the Zone but there were problem with making difference on their plan or less effort made on planning.

While responding to item 8 of table 11, 65.1% of students, 61.6% of teachers and 65% of SIP committee members disagree and 25.8% of students, 34.9% of teachers and 20% of SIP committee members agree with respect to provision of awareness on SIP for school community.

From this one can conclude that there is lack of providing adequate awareness on SIP for the school community by school leaders.

In response to item 9 of table 11, 68.4% of students, 69.8% of teachers and 65% of SIP committee members showed their disagreement and 9.6% of students, 16.3% of teachers and 15% of SIP committee members showed their agreement regarding the statement that says minutes of P.T.A, School Improvement Committee and the Student Representative Council meetings indicate their high level of participation in school decision making and governance. Data obtained through document analysis indicated that there are no minutes that show regular meeting of SIP committee members.

Table 12 SIP Implementation with respect to Community Participation based on item 1-4

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	Parents provide school uniform and educational materials for students adequately	SD	45	29.0	25	29.1	6	30.0
		DA	61	39.4	31	36.0	5	25.0
		UD	36	23.2	18	20.9	8	40.0
		A	7	4.5	7	8.1	1	5.0
		SA	6	3.9	5	5.8		
		TOTAL	155	100.0	86	100.0	20	100.0
2	PTA discuss with the school officials and find solutions to problems	SD	45	29.0	30	34.9	6	30.0
		DA	56	36.1	35	40.7	7	35.0
		UD	29	18.7	16	18.6	4	20.0
		A	15	9.7	3	3.5	2	10.0
		SA	10	6.5	2	2.3	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0
3	Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.	SD	51	32.9	25	29.1	6	30.0
		DA	57	36.8	22	25.6	8	40.0
		UD	34	21.9	35	40.7	5	25.0
		A	11	7.1	4	4.7	1	5.0
		SA	2	1.3				
		TOTAL	155	100.0	86	100.0	20	100.0
4	Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan	SD	44	28.4	28	32.6	11	55.0
		DA	53	34.2	34	39.5	3	15.0
		UD	35	22.6	15	17.4	6	30.0
		A	17	11.0	5	5.8		
		SA	6	3.9	4	4.7		
		TOTAL	155	100.0	86	100.0	20	100.0

Key:SD=strongly disagree, DA=disagree,UD=undecided,A=agree and SA=strongly agree

In response to item 1 of the table 12, respondents were requested to rate their level of agreement whether parents provided school uniform and educational materials for students adequately or not. 68.4% of students, 65.1% of teachers and 55% of SIP committee members showed their disagreement and 8.4% of students, 13.9% of teachers and 5.0% of SIP committee members

showed their agreement. This shows that there were problem with respect to the issue and seeks attention.

With regard to item 2 of the same table, a total of 65.1% of students,75.6% teachers and 65% of SIP committee members respondents showed their disagreement on the weather PTA discuss with the school officials and find solutions to problems such as disciplinary cases of students, the role of girls in education, dropouts, weak performing students. This shows that PTA was not participating effectively.

Interview conducted shows similar condition. As respondent stated;

*“PTA members carry responsibility given to them from the community but they rarely come to school even when called by formal letters. So to solve these schools established committee and via that various disciplinary problems were treated.”* ( Interviewee 122).

This inferred that an attempt to motivate PTA to participate seeks attention in the future.

In response to item 3 of the same table a total of 69.7% of students,54.7% teachers and 70% of SIP committee members respondents showed their disagreement on the weather teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child’s learning achievement. This indicates that parents were not making effective communication with teachers. In addition to this, in response to interview conducted with one respondent, he stated;

*“Teachers and schools need students’ parents for various issues of students learning. But teachers of secondary schools fail to get parents of majority of students. It is due to the fact that the students were coming from far kebeles and woredas to attend secondary school and as a result they live in rent house being separated from their parents. This all indicates problem of getting students parents when required.”* (Interviewee 123).

Regarding this Brighthouse and Woods (1999), indicated that partnership would strengthen the capacity of the school to provide effective learning and in that consultation twice a year with the parents and pupils, with the report as a starting point rather than a finishing point, to plan the next phase of pupils’ learning with parental support is very essential.

With regard to item 4 of the same table a total of 62.6% of students, 72.1% teachers and 70% of SIP committee members’ respondents showed their disagreement on the weather schools successfully mobilize the community to provide resources to support implementation of the

School Improvement Plan. This shows problem mobilizing community for SIP and in that their participation not satisfactory.

Table 13 SIP implementation with respect to community participation based on item 5-8

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
5	Schools are active in communicating and promoting the importance of education in the community.	SD	29	18.7	23	26.7	3	15.0
		DA	57	36.8	35	40.7	7	35.0
		UD	49	31.6	20	23.3	8	40.0
		A	16	10.3	5	5.8	2	10.0
		SA	4	2.6	3	3.5		
		TOTAL	155	100.0	86	100.0	20	100.0
6	Parents comment on their children's homework.	SD	43	27.7	31	36.0	6	30.0
		DA	70	45.2	36	41.9	7	35.0
		UD	33	21.3	15	17.4	6	30.0
		A	8	5.2	2	2.3	1	5.0
		SA	1	.6	2	2.3		
		TOTAL	155	100.0	86	100.0	20	100.0
7	The school supports the PTA in fund-raising activities for the benefit of the school community.	SD	42	27.1	16	18.6	7	35.0
		DA	71	45.8	33	38.4	5	25.0
		UD	33	21.3	30	34.9	6	30.0
		A	7	4.5	7	8.1	2	10.0
		SA	2	1.3				
		TOTAL	155	100.0	86	100.0	20	100.0
8	The school achievements are celebrated	SD	17	11.0	11	12.8	1	5.0
		DA	51	32.9	31	36.0	8	40.0
		UD	1	.6	2	2.3		
		A	83	53.5	41	47.7	10	50.0
		SA	3	1.9	1	1.2	1	5.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key: SD=strongly disagree, DA=disagree, UD=undecided, A=agree and SA=strongly agree

In response to item 5 of the table 13, a total of 55.5% of students, 67.4% teachers and 50% of SIP committee members' respondents showed their disagreement on the weather schools are active in communicating and promoting the importance of education in the community or not. This shows that there were limitation of communicating and promoting the importance of education in the community.

In item 6 of table 13, respondents have shown their degree of agreement towards whether Parents comment on their children's homework or not. Accordingly, 72.9% of students, 77.9% of teachers and 65.0% of SIP committee members have shown their disagreement. This shows that majority of parents were not commenting on their students' homework. In line with this some of principals replied to this issue through open ended questionnaire that lack of commenting on students was tied with two major problems. The first one was low educational background of parents and the other was students were far from their parents home.

As indicated in table 13 of item 7 72.9 % of students, 57 % of teachers and 60% of SIP committee members responded disagree and 5.8% of students, 8.1% of teachers and 10% of SIP committee members agree with respect to whether the school supports the PTA in fund-raising activities for the benefit of the school community or not. This shows that schools were not supporting PTA to be engaged in fund raising activities and as a result PTA was not being involved in the activity.

In item 8 of table 13 respondents were requested to show their agreement towards whether the school achievements are celebrated. 55.4 % of students, 48.9% of teachers and 55% of SIP committee members have shown their agreement and in those schools achievements were celebrated. Significant number of respondents (43.9% of students, 48% of teachers and 45% SIP committee members) responded that they disagree with the statement.

Table 14 Challenges of school improvement program implementation

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
1	Lack of using varieties of teaching methods in the classroom	NA	3	1.9	1	1.2		
		LS	64	41.3	21	24.4	3	15.0
		MS	17	11.0	27	31.4	8	40.0
		S	46	29.7	24	27.9	6	30.0
		HS	25	16.1	13	15.1	3	15.0
		TOTAL	155	100.0	86	100.0	20	100.0
2	Lack of using continuous assessment for enhancing students progress	NA	5	3.2	2	2.3		
		LS	23	14.8	15	17.4	2	10.0
		MS	41	26.5	31	36.0	5	25.0
		S	47	30.3	19	22.1	7	35.0
		HS	39	25.2	19	22.1	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0
3	Lack of students regular school attendance	NA	4	2.6				
		LS	15	9.7	17	19.8		
		MS	29	18.7	12	14.0	1	5.0
		S	69	44.5	42	48.8	13	65.0
		HS	38	24.5	15	17.4	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0
4	Lack of regular monitoring of SIP implementation by SIP committee, cluster supervisors, Woreda SIP focal person and zone education office experts	NA	2	1.3				
		LS	9	5.8	3	3.5	2	10.0
		MS	33	21.3	22	25.6	6	30.0
		S	72	46.5	36	41.9	5	25.0
		HS	39	25.2	25	29.1	7	35.0
		TOTAL	155	100.0	86	100.0	20	100.0
5	Difficulty of understanding of school improvement program	NA	7	4.5				
		LS	13	8.4				
		MS	27	17.4	15	17.4	3	15.0
		S	67	43.2	43	50.0	8	40.0
		HS	41	26.5	28	32.6	9	45.0
		TOTAL	155	100.0	86	100.0	20	100.0
6	Teachers resistance towards school improvement program implementation	NA	10	6.5	6	7.0	4	20.0
		LS	19	12.3	7	8.1	4	20.0
		MS	39	25.2	18	20.9	3	15.0
		S	56	36.1	34	39.5	6	30.0
		HS	31	20.0	21	24.4	3	15.0
		TOTAL	155	100.0	86	100.0	20	100.0
7	PTA members are not committed to involve in various school issues	NA	4	2.6				
		LS	11	7.1	3	3.5	2	10.0
		MS	32	20.6	25	29.1	6	30.0
		S	62	40.0	29	33.7	6	30.0
		HS	46	29.7	29	33.7	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key; NA (not a problem),LS(less serious),MS(moderately serious),S(serious) and HS(highly serious).

Under table 14 of item1,item 2and item3 respondents were asked to rate the level of seriousness of the problem raised as Lack of using varieties of teaching methods in the class room, lack of using continuous assessment for enhancing students progress and lack of students regular school attendance majority of the students , teacher and SIP committee members rated the degree of the above stated statements from moderate to highly serious and this indicated the that to the average lack of above listed statements were prevailing in the Zone.

With respect to lack of regular attendance of students one of respondent stated;

*“Students fail to attend classes regularly because the area was cash crop areas and they fail to regularly attend classes and go for either mining of gold or collect sesame during the collection season. In order to overcome the situation, school principals were attempting to put in to practice the rule and regulation of school but they fail to do so due to pressure put on them by different cabinets.”* (Interviewee 125).

This indicates that SIP implementation was affected by several factors in the zone and its implementation was not as expected.

With respect to the whether there is lack of regular monitoring of SIP implementation by SIP committee, cluster supervisors, Woreda SIP focal person and zone education office experts or not, majority of respondents (46.5% of students, 41.9% of teachers and 25.0% of SIP committee and 25.2% of students, 29.1% of teachers and 35.0% of SIP committee members have shown) have shown the degree of the seriousness of the problem as serious and highly serious respectively. This reveals that the issue is series in the zone and as a result need to be improved if effective implementation of SIP required.

Chinsamy (2002), described that school improvement initiatives that make a positive impact on learners performance are those which are supported by the education district office through the necessary capacity building of school level personnel, regular follow-up through classroom and school support visits, systematic monitoring of the implementation of planned programmes, application of appropriate pressure and use of appropriate data. School improvement initiatives focused on improving learner performance is most effective and sustainable when the district and school leaders see and conduct themselves as instructional leaders as opposed to merely administrators and rule-enforcers.



As shown in item 5 of table 14, 43.2% of students, 50.0% of teachers and 40.0% of SIP committee and 26.5% of students, 32.6% of teachers and 45.0% of SIP committee members have shown agreement on difficulty of understanding of school improvement program as serious and highly serious. From this it is possible to say that SIP was not clear for majority of the students, teachers and SIP committee members. This implies it requires to be clarified for students, teachers and SIP committee members through training.

As shown in item 6 of the same table respondents were asked to rate the level of seriousness of teachers resistance towards school improvement program implementation. Accordingly, 25.2% of students, 20.9% of teachers and 15.0% of SIP committee and 36.1% of students, 39.5% of teachers and 30.0% of SIP committee members 20.0% of students, 24.4% of teachers and 15.0% of SIP committee members have shown agreement as moderately serious, serious and highly serious on teachers' resistance towards school improvement program implementation.

Responses of teachers towards open ended question also strengthen this idea. In that they put as SIP implementation expected to be ceased and only the normal teaching process conducted. They pointed that it made them not to focus on what is actually implemented in the class and waste their time preparing reports. This shows that teachers' resistance towards SIP implementation was a problem and needs to get attention. In line with this Harris and Jone (2010), described that in all schools there is a dominant culture that can either support or undermine innovation and change. In some schools, the professional learning groups met with resistance from teachers who were not familiar with this way of working or who felt suspicious about the work of the group.

Under item 7 table 14, level of seriousness of the problem regarding whether or not PTA members are not committed to involve in various school issues were raised as a question for the respondents. Accordingly, 36.1% of students, 39.5% of teachers and 15.0% of SIP committee and 36.1% of students, 39.5% of teachers and 30.0% of SIP committee members PTA members replied that they were not committed to involve in various school issues by rating their response as serious and highly serious respectively. From this it is possible to say that PTA members were not actively participating in schools' various issues. This implies SIP implementation with respect to community participation is ineffective.

Table 15 Challenges of SIP implementation based on question 8-13

N O	Items	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
8	Low educational background of PTA members to be actively involved in school programs	NA	3	1.9	1	1.2		
		LS	9	5.8				
		MS	35	22.6	34	39.5	9	45.0
		S	71	45.8	26	30.2	4	20.0
		HS	37	23.9	25	29.1	7	35.0
		TOTAL	155	100.0	86	100.0	20	100.0
9	Shortage of educational finance	NA	2	1.3				
		LS	8	5.2	6	7.0	2	10.0
		MS	34	21.9	17	19.8	4	20.0
		S	70	45.2	27	31.4	8	40.0
		HS	41	26.5	36	41.9	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0
10	Lack of school facilities	NA	3	1.9				
		LS	3	1.9	4	4.7		
		MS	29	18.7	17	19.8	3	15.0
		S	67	43.2	35	40.7	10	50.0
		HS	53	34.2	30	34.9	7	35.0
		TOTAL	155	100.0	86	100.0	20	100.0
11	Large and overcrowded class size	NA	7	4.5	1	1.2		
		LS	18	11.6	5	5.8	1	5.0
		MS	44	28.4	27	31.4	5	25.0
		S	53	34.2	33	38.4	11	55.0
		HS	33	21.3	20	23.3	3	15.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key; NA(not a problem),LS(less serious),MS(moderately serious),S(serious) and HS(highly serious).

Under item 8 of table 15, level of seriousness of the problem regarding Low educational background of PTA members to be actively engaged in school programs were raised as a question for the respondents. Accordingly, 45.8% of students, 30.2% of teachers and 20.0% of SIP committee members and 23.9% of students, 29.1% of teachers and 35.0% of SIP committee members responded educational background of PTA members affected them to be actively involved in school programs as a Serious and highly serious. From this it is possible to say that PTA members were not actively participating in schools' various issues and one of reason may be low educational background of the PTA members.

As shown in item 9 of table 15 respondents responded that majority of them(45.2% of students, 31.4% of teachers and 40.0% of SIP committee and 26.5% of students, 41.9% of teachers and 30.0% of SIP committee members PTA members) have shown the seriousness of the shortage of school finances as serious and highly serious. This shows that school finances were in short supply. Hence, SIP implementation is being affected by shortage of adequate budget.

As shown in the item 10 and 11 of table 6, respondents were requested to rate the level of seriousness of lack of school facilities in the schools and whether Large and overcrowded class size exist or not. Accordingly, as can be seen in the table above, most of teachers, students and SIP committee members rated the seriousness of the problem as serious and highly serious. This indicated that there was problem with availability of school facilities.

In supporting this idea data obtained through observation also reveals the class rooms were inadequate, desks were inadequate, quality duster and black board were also in adequate , short supply of reference materials in the school, lack of laboratory in majority of the school and lack of equipments if existed and problem of latrine. This shows that lack of facilities were hindering the effective implementation of SIP.

Table 16 Challenges of SIP implementation based on question 12-16

N O	Item	Scale	Respondents					
			Students		Teachers		SIP com	
			No	%	No	%	No	%
12	Lack of proper support from woreda education office	NA	7	4.5	1	1.2		
		LS	27	17.4	12	14.0	3	15.0
		MS	31	20.0	29	33.7	7	35.0
		S	55	35.5	30	34.9	6	30.0
		HS	35	22.6	14	16.3	4	20.0
		TOTAL	155	100.0	86	100.0	20	100.0
13	Lack of proper support from cluster supervisor	NA	3	1.9				
		LS	9	5.8	1	1.2		
		MS	41	26.5	16	18.6	5	25.0
		S	66	42.6	41	47.7	8	40.0
		HS	36	23.2	28	32.6	7	35.0
		TOTAL	155	100.0	86	100.0	20	100.0
14	Lack of conducting proper self assessment	NA	1	.6				
		LS	5	3.2				
		MS	38	24.5	11	12.8	1	5.0
		S	53	34.2	54	62.8	13	65.0
		HS	58	37.4	21	24.4	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0
15	Lack of practical training on the uses of SIP guide lines	NA	2	1.3				
		LS	8	5.2	3	3.5	1	5.0
		MS	35	22.6	19	22.1	4	20.0
		S	65	41.9	34	39.5	7	35.0
		HS	45	29.0	30	34.9	8	40.0
		TOTAL	155	100.0	86	100.0	20	100.0
16	Less commitment of SIP committee members	NA	1	.6				
		LS	11	7.1	11	12.8	3	15.0
		MS	19	12.3	14	16.3	2	10.0
		S	90	58.1	30	34.9	9	45.0
		HS	34	21.9	31	36.0	6	30.0
		TOTAL	155	100.0	86	100.0	20	100.0

Key; NA(not a problem),LS(less serious),MS(moderately serious),S(serious) and HS(highly serious).

Under item 12 and 13 of table 16, respondents were asked to rate the seriousness of lack of support from woreda education experts and school cluster supervisors. Concerning this 20.0% of students, 33.7% of teachers and 35.0% of SIP committee and 23.2% of students, 34.9% of teachers and 30.0% of SIP committee members have shown their response as serious and highly serious regarding lack of proper support from woreda education officers and 42.6% of students, 47.7% of teachers and 40.0% of SIP committee and 23.2% of students, 32.6% of teachers and 35.0% of SIP committee members have shown their response as serious and highly serious regarding lack of proper support from cluster supervisors. From this data it is possible to

conclude that proper supports were not given by woreda education experts and school cluster supervisors. In supporting this, one respondent stated;

*“Woreda education experts and cluster supervisors due to having similar level of education and experiences with teachers develop phobia to go school and provide support. Even when go to school, they collect statistical evidences rather than providing support.”( Interviewee 121).*

Under item 14, 15&16 respondents were requested to put their opinion by rating the level of seriousness of Lack of conducting proper self assessment, Lack of practical training on the uses of SIP guide lines, less commitment of SIP committee members. Accordingly, as indicated in the table, majority of the respondents indicated that these three issues were rated as serious and highly serious. This shows the existence of these problems and needs to get attention in order to be improved.

With respect to school self assessment, one interviewee stated;

*“Actually there is an attempt of self assessment but it is not considered as properly because most of the time stake holders not participated there is lack of documenting self assessment data.” (Interviewee 122).*

In addition to this data obtained through document analysis shows that there are no self assessment documents in some secondary schools of the zone. Self assessment is considered to be the for the SIP cycle, thus schools need to conduct it properly. In general data collected from different dimension shows problem of implementing self assessment in schools and there requires special attention to be improved.

Data through document analysis further shows that report made by teachers for schools and by schools for woreda and feedback given for school based on monitoring and evaluation were in adequate. There is also no documented material regarding resources provided by community for schools. This implies that communities are not supporting schools by providing resources. According to documented data schools are usually reporting challenges they are facing in schools, but challenges remained unsolved means informed individuals are not reacting properly. This implies schools challenges need external support to be improved and the way they respond to the challenge determines whether it is solved or not.

Data obtained through open ended questionnaire also revealed turnover rate of teachers, low educational back ground of parents, lack of long vision by indigenous ethnics of the area,

teachers' and students' misconception towards continuous assessment, Involvement of students in illegal mining of gold, repetition of improvement made on guide lines and as a result on SIP plan prior to accomplishment of single strategic plan, improper transfer of teachers from school to woreda education office were further challenges affecting implementation of SIP in the zone.

In response to open ended questionnaire with respect to possible measures needs to be taken regarding challenges of school improvement program implementation, majority of respondents responded that; proper training on SIP must be provide practically for school community, adult education must be made functional by concerned stakeholders so as to make parents contribute comment for their students learning and continuous monitoring and evaluation must be conducted by concerned stakeholders.

Others also reacted that continuous assessment method must be made available in schools in an adequate way and also short term training needs to be practiced well, schools and woreda education offices must work with concerned bodies to alleviate the act of illegal mining of gold in the zone, Ministry of education and regional education bureau must conduct the improvement of SIP guide lines and SIP plan until the end of one strategic plan, adequate resources must be mobilized and assigned from the community and also by the government and school leaderships must exercise shared leadership that allows PTA and students participate in decision making so as to tackle the challenges of SIP implementation.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This part of the study deals with the summary of the major findings, conclusions drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to implementation of school improvement program in secondary schools of kamash zone

#### **5.1 Summary of the findings**

The main purpose of this study was to assess practice and challenges of school improvement program implementation in the secondary school of the zone and to provide possible strategies by which the practice improved and challenges tackled if existed.

To this end, the following four basic questions were set.

1. To what extent preparations are made for school improvement in the secondary school of kamash zone?
2. To what extent major activities of the four domains of school improvement program implemented in the secondary school of the kmash zone?
3. What are the challenges that affect implementation of school improvement program in the secondary school of kamash zone?
4. What are the possible solutions need to be taken to tackle the challenges in the secondary school of kamash zone?

To answer these research questions, descriptive research method was employed. The study was carried out in 5 secondary schools of four woredas (Kamash, Yaso, Agalo, and Sirba abay) of kamash zone. The participants of the study were 165 students, 89 teachers, 20 SIP committee members, 4 woreda officer and one zone education office coordinators of curriculum preparation and provision. Data were collected through questionnaire, interview, document analysis and an observation check list.

So as to gather necessary information on the issue under study, 274 questionnaires were prepared and administered to students, teachers and SIP committee members. An interview was conducted with woreda and zone education officers.

The data collected from students, teachers and SIP committee members through closed ended questionnaire was organized and interpretation was conducted using percentage and frequency. The data gathered through open ended questionnaire, and interview was analyzed using narrations to substantiate data obtained through questionnaire.

Finally, the researcher came up with the following major findings;

Majority of the respondents (12.9% of students, 16.3% of teachers and 20% of SIP committee members responded strongly disagree and 41.9% of students, 38.4% of teachers and 40% of SIP committee members responded disagree) indicated that adequate provision of SIP materials on time and adequate orientation or training on school improvement program was not given by the concerned stakeholders in the area under study.

There was lack of participation of stake holders in school improvement planning and also even though evaluation and identification of school performance was conducted properly but it lacks the participation of various stake holders. In addition to this, there is a problem with active participation of all SIP committee members in school improvement planning (23.2% of students, 23.3% of teachers and 25% of SIP committee members responded strongly disagree and 39.4 % of students, 43% of teachers and 30% of SIP committee members responded disagree).

Even though monitoring and evaluating System formed for implementation of the school improvement program in the school it was less practically implemented(53.5% of students,48.8% of teachers and 45% of SIP committee members responded agree and 5.2% of students, 4.7% of teachers and 15% of SIP committee members responded strongly agree) . There was a problem of setting collaboratively developed values and beliefs about principles that strengthen quality learning and teaching. This shows that it seeks due attention in the future to be improved in order to support quality teaching and learning.

Teachers were experiencing problem of understanding and applying contemporary, effective teaching methods and strategies in class rooms (22.6% of students, 11.6% of teachers and 5% of SIP committee members responded strongly disagree and 40% of students, 51.2% of teachers



and 45% of SIP committee members responded disagree) parents and care givers are also not involving in their children's learning and development.

Though schools have put in place support mechanisms for academically weak students' according to majority of respondents (48.4% of students, 54.7% of teachers and 50% of SIP committee members responded agree) there is a problem of putting it into practice according to interview conducted.

Teachers fail to understanding the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning. Majority of respondents(17.4% of students,11.6% of teachers and 10% of SIP committee members responded strongly disagree and 39.4% of students, 34.9% of teachers and 55% of SIP committee members responded disagree) showed that teachers lack willingness to use the comments given for them by different stake holders to improve students' progress.

Assessment data was not used to inform ongoing learning and teaching experiences for individual and groups of students. Majority of respondents declared that they were disagreeing with the regular provision of feedback for students by their teachers.

Considerable improvements were not observed as result of implementing school improvement program (18.1% of students, 11.6% of teachers and 45% of SIP committee members responded strongly disagree and 34.2% of students39.5% of teachers and 25% of SIP committee members responded disagree).

Though system that enable students to discuss on their problem of learning and seek solutions was developed in schools some teachers, students and SIP committee members lack the awareness of the system according to the data. Celebrating students work by displaying on notice board was also not properly conducted in the secondary schools of the Zone.

Though current education system encourages students to participate in various decisions made in schools through their representatives, most of secondary schools were not participating in the school's decision making. Regarding whether students are motivated to learn and participate in lessons, teachers are not this much motivating students to participate in lesson and rather they simply struggle to cover the portion according to their plan. In addition majority of students of zone have less motivation for learning and participation in class room.

Though latrine exists for both sexes it was not at the required quantity and quality. Library exists in the secondary schools but it lacks adequate and updated reference materials to support students learning effectively. They also lack enough learning class rooms to student class room ratio and laboratory room with the necessary materials to support practical learning.

Though well established guide lines exist for management of students in the schools some members were not aware of it. Similarly structures and processes to support shared leadership in which everyone has collective responsibility for student learning exists in the schools of the zone but majority of students lack its information. Hence, school policies, regulations and procedures are not effectively communicated and followed.

Schools' decision and administration processes were not conducted based on data collection, analysis and communicating with parents and school Leadership was not facilitating a shared approach to solve various issues (25.8% of students, 25.6% of teachers and 15% of SIP committee members responded strongly disagree and 41.9% of students, 41.9% of teachers and 45% of SIP committee members responded disagree).

Training needs of teachers was not identified and communicated to the Woreda (33.5% of students, 29.1% of teachers and 20% of SIP committee members responded strongly disagree and 45.2% of students, 37.2% of teachers and 55% of SIP committee members responded disagree). Though majority of teachers involve in planning, implementation and evaluation of school activities certain planning activities were conducted by single individuals and others simply make a copy of the plan their own.

PTA was not conducting discussion with the school officials and to find solutions for problems such as disciplinary cases of students, the role of girls in education, dropouts, and weak performing students. Parents were not commenting on their children's homework and this was tied with low educational background parents and they also do not make effective communication with teachers.

Schools were not active in communicating and promoting the importance of education in the community and parents were not commenting on their children's homework and this was tied with low educational background parents.

Schools were not supporting the PTA in fund-raising activities for the benefit of the school community.

Problems like Lack of schools to successfully mobilize the community to provide resources in order to support supporting the PTA in fund-raising activities for the benefit of the school community, lack of using varieties of teaching methods in the class room, Schools fail to lack of using continuous assessment for enhancing students progress ,lack of students regular school attendance, lack of regular monitoring of SIP implementation by SIP committee, cluster supervisors, Woreda SIP focal person and zone education office experts ,difficulty of understanding of school improvement program, teachers resistance towards school improvement program implementation, PTA members are not committed to involve in various school issues and have Low educational background to be actively involved in school ,shortage of school finances ,lack of school facilities in the schools, Large and overcrowded class size, lack of support from woreda education experts and school cluster supervisors, Lack of conducting proper self assessment, Lack of practical training on the uses of SIP guide lines, less commitment of SIP committee members were major challenges to implement school improvement program in the zone

## 5.2 Conclusions

Based on major finding of the research, the following conclusion was drawn;

So as to make the implementation of school improvement program effective and efficient, adequate preparations are required to be made by the concerned individuals. These preparations are expressed as supplying schools with adequate SIP materials, providing adequate training on SIP guide lines practically and identifying the schools level of performance. But unlike this in the area under study finding of this study showed that provision of adequate SIP materials, adequate training on SIP guidelines and identifying the schools level of performance were not conducted at the required level. Hence, from this, conclusion can be made that adequate preparation was not made for school improvement program implementation in the secondary school of the zone.

It is clear that SIP is implemented in order to bring improvements on students' academic achievements. Its implementation is expressed in terms of four domains. In the area under study there is a problem of setting collaboratively values and beliefs about principles that strengthen quality learning and teaching, problem of understanding and applying contemporary, effective teaching methods and strategies in class rooms, low involvement of parents and care givers in their children's learning and development, putting in place support mechanisms for academically weak students' but problem of putting it in to practice, lack of teachers' willingness to use the comments given for them by different stake holders to improve students' progress, problem of using assessment data to inform ongoing learning and teaching experiences for individual and groups of students and less feedback given for students by their teachers. This leads to the conclusion that the extent at which teaching learning domain implemented in the secondary schools of the zone was not satisfactory and needs to be improved by concerned stakeholders for effective implementation.

It is also shown that though latrine exist for both sexes it lacks quality and quantity, library exists with limited supply and lack of updated reference books and there is lack of laboratory to support practical learning. From this conclusions can be made that the extent of safe and healthy school compound domain implementation is low and hence it requires special attention from concerned stakeholders so as to enhance students' academic achievement.

The school leaders are expected to make Structures and processes existing in schools to support shared leadership in which everyone has collective responsibility for student learning but majority of students lack its information. School Leadership was not facilitating a shared approach to solve various issues. In addition school polices, regulations and procedures needs to be effectively communicated and followed but limitations were observed with this respect. It is also clear that in order to build the capacity of teaching on the way they impart lessons for students, their needs of training is expected to be identified and reported for woreda education office. But in the area under study an attempt of identifying and reporting their need to woreda was low teachers. School leaders are required to involve P.T.A, School Improvement Committee and the Student Representative Council in school decision making and governance, but obtained data showed their low participation. From this general conclusion can be made that the extent of school leadership's domain implementation was low in the secondary school of the zone.

With respect to community participation domain obtained data indicated that parents were not provided school uniform and educational materials for students adequately. PTA was not conducting discussion with the school officials and to find solutions for problems such as disciplinary cases of students, the role of girls in education, dropouts, and weak performing students. There is loose relationship between school and the community. This leads to the general conclusion that the extent of community participation domain implementation in the secondary school of the zone is not satisfactory and requires greater attention to be improved.

The Implementation of school improvement program was being challenged by lack of using varieties of teaching methods in the class room, lack of using continuous assessment for enhancing students progress ,lack of students regular school attendance, lack of regular monitoring of SIP implementation by SIP committee, cluster supervisors, Woreda SIP focal person and zone education office experts ,difficulty of understanding of school improvement program, teachers resistance towards school improvement program implementation, PTA members are not committed to involve in various school issues and have Low educational background to be actively involved in school ,shortage of school finances ,lack of school facilities in the schools ,Large and overcrowded class size, lack of support from woreda education experts and school cluster supervisors, Lack of conducting proper self assessment, Lack of practical training on the uses of SIP guide lines, less commitment of SIP committee members were major challenges to implement school improvement program in the zone.

### 5.3 Recommendations

Under this part based on the major findings and conclusion drawn the following recommendation was made for stakeholders in order to improve the problem and ensure the effective implementation of SIP and in that to bring considerable improvement on students' academic achievements.

1. For effective implementation of the SIP in the secondary school of the zone, adequate training aided by practical need to be provide on SIP through the collaborative work of regional education SIP ,zone education office and woreda education office.
2. SIP guide lines are required to be available in school on time prior to implementation of SIP. Thus regional education SIP needs to plan on this and improve the situation through effective communication with schools and woreda education offices.
3. The issue of the students' academic successfulness is the issue of producing effective individuals who can put pressure on development of one's country. Thus, regarding the problem of shortage of school finance, the government of the region need to assign adequate financial resource for the effective implementation of SIP in secondary school of the zone. The schools themselves are required to use assigned financial resources wisely and also expected to mobilize additional resources through communicating and providing proposals for NGO'S and private sectors.
4. Cluster centers are created in order to provide support for schools included in the cluster by being resource center for schools. As a result cluster supervisors are required to strengthen the way training and experience sharing between schools conducted at cluster.
5. Regular monitoring and evaluation must be conducted by cluster supervisors, woreda education officers and zone education offices. In that required to provide continuous feedback on the way they are implementing SIP and the way they need to conduct its implementation. They are also required to scale up if there are best practices continually.
6. Regional education offices are required to put emphasis on the construction of additional classes and establishing of laboratory with adequate equipments and chemicals to encourage the practice of active learning method and practical learning.
7. In order to reduce the turnover rate of teachers the B/G/R/S need to further study the issue seriously and design way by which lose of experienced teachers reduced in the zone under study.

8. The kamash zone education office must work with other stakeholders effectively in order to support the functionality adult education so as to make parents involve in their students learning by looking and commenting their exercise book.
9. Schools and woreda education offices need to work with police to alleviate the practice of illegal traditional mining of gold.
10. Ministry of education, Zone education and woreda education need to make improvements they make on SIP guide lines until the one strategic plan is finalized.
11. Zone education must make a regular supervision to check whether school leaders are exercising their leader ship role and provide timely feedback or not.

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## **Appendices**

### **Apendix A**

**Jimma University**

**College of Education and Behavioral science**

**Department of Educational Planning and Management**



#### **Questionnaire to be filled by teachers**

The main purpose of these questionnaires is to gather relevant data for the research entitled “The practice and challenges of school improvement program implementation in government secondary schools of Kamashi zone of Benishangul Gumuz regional state. You are one of stakeholders required to involve in the study by providing adequate response for the questions in the questionnaire. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response for each and every question. Your response will be used only for academic purpose and remained confidential.

**Thank you in advance for your cooperation!**

#### **Instruction:**

1. Don't write your name on the questionnaire.
2. Use a thick mark for close-ended questionnaire in order to indicate your response from the given rating scale.
3. Write briefly your response for open-ended questionnaire.
5. Please, give appropriate response based on your school experience.

**Part one: General Information and Respondents' Personal Data**

1. Region \_\_\_\_\_ Zone \_\_\_\_\_ Woreda \_\_\_\_\_

2. Name of the school \_\_\_\_\_

3. Age 16-25  26-30  31-40  41-50  >50

4. Sex Male  Female

5. Level of Education TTI Graduate  Diploma Holder

1<sup>st</sup> Degree (BA/BSc)  2<sup>nd</sup> Degree (MA/ MSc)  Above

6. Area of Specialization: \_\_\_\_\_

7. Work Experience: \_\_\_\_\_

**PART TWO: The extent in which preparation was made for school improvement program implementation**

In order to identify the extent of preparation that was made for school improvement program implementation, the following questions are forwarded. Provide your response by selecting one of rating scale in the table. Please, put ‘✓’ mark in the boxes provided for each item.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

No	Items	Rating				
		1	2	3	4	5
1	Adequate SIP materials provided to schools by concerned stakeholders on time					
2	Adequate orientation or training regarding school improvement program provided to stakeholders					
3	Adequate resources assigned and mobilized for school improvement program implementation					
4	Stakeholders participated in school improvement planning					
5	The status or level of school performance was properly evaluated and identified.					
6	All the members of school improvement committee (SIC) were actively involved in the school’s self assessment.					
7	System of monitoring and evaluating the implementation of the school improvement program was formed					

### Part III: The extent at which school improvement program is implemented

School improvement program implementation requires regular assessment in order to identify its problems and provide appropriate solutions. In relation to this, so as to identify the extent at which SIP is being implemented in your school, the following indicators are selected from the four SIP domains and provided. In your opinion, to what extent do you think that the program has been implemented in your school in light of the following implementation indicators? Please, put ‘✓’ mark in the boxes provided for each item.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

#### 2.1 SIP implementation regarding teaching and learning domain

No	Your opinion regarding teaching and learning domain	Rating				
		1	2	3	4	5
1	The school has a set of collaboratively developed values and beliefs about the principles that strengthen quality learning and teaching.					
2	Teachers demonstrate that they understand and apply contemporary, effective teaching methods and strategies in classrooms.					
3	Parents and care givers involve in their children’s learning and development.					
4	The school has put in place support mechanisms for academically weak students					
5	Benchmarks are set and made explicit					
6	The school ensure that teachers teach according to their daily and annual plan					
7	Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning					

8	Teachers use the comments given to them for improving their performances					
9	Assessment data is used to inform ongoing learning and teaching experiences for individual and groups of students.					
10	Students get feedback regularly from their teachers					
11	Students are involved in community based programs and school clubs which develop their understanding of wider issues.					
12	After school improvement program implementation, students' academic achievements have shown considerable improvement over time					
13	Teachers evaluate students' performance through continuous assessment					

## 2.2 SIP implementation in relation to Safe and health school environment

No	Your opinion in relation to safe and health school environment domain	Rating				
		1	2	3	4	5
1	System that enable students to discuss on their problem of learning and seek solutions was developed;					
2	School leadership, teachers and students work together to make the school compound attractive, comfortable, clean and safe					
3	Students work is celebrated by being displayed on notice-boards					
4	The school promotes the participation of students in school decision making,					
5	Students are motivated to learn and participate actively in lessons.					
6	The school has toilet room for female students					
7	The school has toilet room for male students					



8	The school has library to support students learning					
9	The school has enough learning class rooms to student class room ratio					
10	The school has laboratory room with the necessary materials to support practical learning					
11	The school has well established guidelines for student management					

### 2.3 SIP implementation regarding school leadership domain

No	Your opinion with respect to school leadership domain	Rating				
		1	2	3	4	5
1	Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.					
2	School polices, regulations and procedures are effectively communicated and followed.					
3	The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.					
4	Leadership facilitates and supports action research initiatives and provides resources and technical support.					
5	Leadership facilitates a shared approach to solve various issues					
6	Training needs of teachers are identified and communicated to the Woreda					
7	All teachers are involved in the planning, implementation and evaluation of school activities					
8	The school leader has created awareness for school community in the implementation of SIP.					
9	Minutes of P.T.A and School Improvement Committee and the Student Representative Council meetings indicate a high					

	level of participation in school decision making and governance					
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#### 2.4 SIP implementation with respect to community participation domain

NO	<b>Your opinion in relation to community participation</b>	Rating				
		1	2	3	4	5
1	Parents provide school uniform and educational materials for students adequately					
2	PTA discuss with the school officials and find solutions to problems such as disciplinary cases of students, the role of girls in education, dropouts, weak performing students,					
3	Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.					
4	Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan.					
5	Schools are active in communicating and promoting the importance of education in the community.					
6	Parents comment on their children's homework.					
7	The school supports the PTA in fund-raising activities for the benefit of the school community.					
8	The school achievements are celebrated.					

#### Part IV: Challenges of school improvement program implementation

Various factors may hinder the implementation of SIP at school level. For effectiveness of the SIP implementation, its challenges are expected to be identified and appropriate solutions need to be recommended to concerned stakeholders. In line with this, the following points are prepared and presented for you to react. So, in your opinion, what are the challenges of SIP implementation and its solution? Please, put '✓' mark in the boxes provided for each item.

Key: 5= highly serious, 4=serious 3 =moderately serious, 2=less serious 1= not aproblem

NO	Your opinion regarding challenges of school improvement program implementation	Rating				
		1	2	3	4	5
1	Lack of using varieties of teaching methods in the class room					
2	Lack of using continuous assessment for enhancing students progress					
3	Lack of students regular school attendance					
4	Lack of regular monitoring of SIP implementation by SIP committee, cluster supervisors, Woreda SIP focal person and zone education office experts					
5	Difficulty of understanding of school improvement program					
6	Teachers resistance towards school improvement program implementation					
7	PTA members are not committed to involve in various school issues					
8	Low educational background of PTA members to be actively involved in school programs					
9	Shortage of educational finance					
10	Lack of school facilities					
11	Large and overcrowded class size					
12	Lack of proper support from woreda education office					
13	Lack of proper support from cluster supervisor					
14	Lack of conducting proper self assessment					

15	Lack of practical training on the uses of SIP guide lines						
16	Less commitment of SIP committee members						

1. Please write if there are other challenges that affect the effective implementation of SIP at your school.-----

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2. What kind of solutions you suggest for the challenges of SIP implementation you indicated above?-----

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## Appendix B

### CHECKLIST FOR AVAILABILITY OF FACILITIES IN THE SCHOOL

No	Items/facilities	condition		
		Available		Not available
		Ade.	Inade.	
1	Plasma Tv			
2	Computer for students			
3	Libraries with reference books			
4	Laboratories with chemicals and equipments			
5	Text book			
6	Pedagogical center & teaching aid			
7	classroom			
8	Water supply			
9	Electric power			
10	Separate toilet for male & female students			
11	Play ground			
12	Recreation center for both students & staff			
13	Notice board			
14	Student furniture(chair, table)			
15	Black board and chalk			

## Appendix c

### Checklist for document analysis

No	Items/facilities	Available	Not available
1	Minutes that show regular meeting conducted by SIP committee		
2	SIP Strategic plan of the school		
3	SIP Annual plan of the school		
4	Self assessment document		
5	Copy of report made based on implementation of SIP for schools by teachers and by schools for woreda and zone		
6	Feedback given for school based on monitoring and evaluation		
7	Document that show resources provided by community for the school		
8	Reports made by school to concerned bodies to improve SIP challenges		

## Appendix D

### INTERVIEW

#### Interview guide lines for Woreda education ,zone education experts and school principals

The main objective of this interview guideline is to collect extensive information about practice and challenge of school improvement program in government secondary school of kamash zone. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

1. Region\_\_\_\_\_ Zone\_\_\_\_\_ Woreda\_\_\_\_\_

2. Age 18-25  26-30  31-40  41-50  >50

3. Sex Male  Female

4. Level of Education

Diploma Holder 1<sup>st</sup> Degree (BA/BSc)  2<sup>nd</sup> Degree (MA/ MSc)  Above

5. Area of Specialization:\_\_\_\_\_

6. Work Experience:\_\_\_\_\_

**Part two: Give your response for the questions raised by the researcher in short and precisely**

1. Do you think that adequate preparations are being made to implement school improvement program?
2. Are schools conducting proper self assessment in order to plan SIP? If no, why?
3. Do you think that schools are implementing school improvement program in terms of four domains properly? If no, why?
4. What resources have been mobilized to implement SIP in your school?
5. What are challenging school improvement program implementation?
6. What kind of solution can you suggest in order to overcome those challenges?
7. Do you think that students academic achievement improved by implementing school improvement program? If no why?
8. How do you rate the level of school improvement program implementation in secondary schools of your woreda/ Zone?Why?

Thank you in advance for your co-operation.

## Appendix E

በጅማ ዩኒቨርሲቲ

የትምህርትና ስነ ሳይንስ ተቋም

የትምህርት ዕቅድና የሥራ አመራር ትምህርት ክፍል



ይህ መጠይቅ የተዘጋጀው በቤኒሻንጉል ጉሙዝ ክልል በካማሽ ዞን 2ኛ ደረጃ ትምህርት ቤቶች “የትምህርት ቤት መሻሻል መርሃ ግብር አተገባበርና ተግዳሮቶቹ ለሚል የጥናትና ምርምር ከሚመለከታቸው ባለድርሻ አካላት መረጃ ለመስጠት ነው። የዚህ ጥናትና ምርምር ዉጤት ዕጣ ፋንታ እርስዎ በምትሰጡኝ ምላሽ ላይ የተመሰረተ ስለሆነ በዚህ መጠይቅ ለቀረቡት ጥያቄዎች ተገቢውን ምላሽ በመስጠት የበኩልዎን ድርሻ እንዲወጡ በትህትና እየጠየኩ በዚህ መጠይቅ የምትሰጡኝ ማንኛውም መረጃ ለጥናትና ምርምር ግብዓት ብቻ የሚያገለግል መሆኑን አወቀዉ ለጥናትና ምርምር ይጠቅማል የሚሉትን ማንኛውንም መረጃ ሳይቆጠቡ እንድትሰጡኝ በአክብሮት እጠይቅዎታለሁ።

### ማሳሰቢያ

1. ስም መጻፍ አያስፈልግም
2. እባክዎን ለእያንዳንዱ ጥያቄ በመመሪያዉ መሰረት የ‘✓’ ምልክት ከመረጡት ማወዳደሪያ ነጥቦች አንዱ ስር በማኖር መልስዎን ይግለጹ።



ክፍል አንድ  
አጠቃላይ መረጃ

1.ክልል----- ዞን----- ወረዳ-----

2. የት/ቤት ስም-----

3. ዕድሜ 16-25  26-30  31-40  41-50  >50

4. የታ ወንድ  ሴት

5. የትምህርት ደረጃ 1<sup>ኛ</sup>-10<sup>ኛ</sup> ያጠናቀቀ(ች)  ከመ/ራን ማሰልጠኛ ተቋም የተመረቀ(ች)  ድፕሎማ/ የመጀመሪያ ደግሪ  2ኛ ደግሪ  ከዚያ በላይ

6. የተመረቀ(ች)በት የትምህርት ዓይነት-----

7. የሥራ ልምድ \_\_\_\_\_

### ክፍል ሁለት

#### ለት/ቤት መሻሻል መርሃ ግብር ትግበራ የተደረገ ቅድመ ዝግጅት

ለት/ቤት መሻሻል መርሃ ግብር ትግበራ የተደረገ ቅድመ ዝግጅት ለመለየት ቀጥሎ የተዘረዘሩት ጥያቄዎች ቀርበዋል። ስለሆነ በእርስዎ አስተያየት በት/ቤት ለት/ቤት መሻሻል መርሃ ግብር ትግበራ የተደረገ ቅድመ ዝግጅት በምን ደረጃ ላይ እንዳለ ከተሰጡት አምስት ማወዳደሪያ ነጥቦች አንዱ ስር የ'✓' ምልክት በማኖር ይግለጹ።

ተ.ቁ	ለት/ቤት መሻሻል መርሃ ግብር ትግበራ የተደረገ ቅድመ ዝግጅት በተመለከተ ያለዎት አስተያየት	መለኪያ				
		1	2	3	4	5
1	ለትምህርት ቤት በቂ የትምህርት ቤት መሻሻል ማቴሪያሎች በሚመለከታቸው አካላት ቀርበዋል።					
2	በት/ቤት መሻሻል መርሃ ግብር ዙሪያ ለባለድርሻ አካላት በቂ ስልጠና ተሰጧል።					
3	ለት/ቤት መሻሻል መርሃ ግብር ትግበራ በቂ ግብአት ተመድቧል እንዲሁም ከባለድርሻ አካላት ድጋፍ ተደርጓል።					
4	በት/ቤት መሻሻል መርሃ ግብር ዕቅድ ዝግጅት ላይ ባለ ድርሻ አካላት ተሳትፎ ያደርጋሉ።					
5	የትምህርት ቤቱ የአፈጻጸም ደረጃ ተገምግሞ ተለይቷል።					
6	ሁሉም የትምህርት ቤት መሻሻል ኮሚቴ አባላት በትምህርት ቤት ግለ ግምገማ ላይ ተሳትፈዋል።					
7	የትምህርት ቤት መሻሻል መርሃ ግብር ትግበራ ላይ ክትትልና ግምገማ የሚደረግበት መንገድ ተዘርግቷል።					

### ክፍል ሶስት

#### የትምህርት ቤት መሻሻል መርሃ ግብር ትግበራ ሁኔታ

የት/ቤት መሻሻል መርሃ ግብር ትግበራ ዉጤታማ እንዲሆን ለማድረግ በተከታታይ ግምገማ ችግሮችን መለየትና የመፈትሄ ሀሳቦችን ማቅረብ ያስፈልጋል። ከዚህ አንጻር በት/ቤት የት/ቤት መሻሻል መርሃ ግብር ትግበራ በምን ደረጃ ላይ እንዳለ ለመለየት በአራቱ አብይ ርዕሰ ጉዳዮች ዙሪያ ቀጥሎ የቀረቡት ጥያቄዎች ተዘጋጅቶ ቀርበዋል። በእርስዎ አስተያየት በት/ቤቱ መርሃ ግብር ምን ያህል ተግባራዊ እየተደረገ ይገኛል? ይህንን ለመመለስ እባክዎን ከተሰጡት አምስት የማወዳደሪያ ነጥቦች ከመረጡት ስር የ‘✓’ ምልክት ያስቀምጡ።

#### 3.1. መማር ማስተማር አብይ ርዕሰ ጉዳይ ትግበራ ሁኔታ

ተ.ቁ	መማር ማስተማር አብይ ርዕሰ ጉዳይ ትግበራ ያለበት ደረጃ	መለኪያ				
		1	2	3	4	5
1	ትምህርት ቤቱ ጥራት ላለው መማር ማስተማር ጠንካራ መሰረት የሚጥሉ በጋራ የተዘጋጁ እሴቶች አሉት።					
2	መ/ራን አዳዲስና ዉጤታማ ዘዴዎችንና ስልቶችን ተረድተዉ ክፍል ዉስጥ ተግባራዊ አድርገዋል።					
3	የተማሪ ወላጆችና አሳዳጊዎች በልጆቻቸው መማር ላይ ተሳትፎ አድርገዋል።					
4	ትምህርት ቤቱ በትምህርታቸው ደክም ያሉ ተማሪዎች የሚደገፉበትን ስልት ቀይሶ ተግባራዊ አድርጓል።					
5	የደረጃ ማጣቀሻዎች ተለይተዉ በግልጽ ተቀምጠዋል።					
6	ትምህርት ቤቱ መምህራን በዓመታዊና ዕለታዊ ዕቅዳቸው ላይ በመመሠረት ማስተማራቸውን ይከታተላል።					
7	መ/ራን ሥርዓተ ትምህርቱን ከዕድሜ፣ከተገቢነትናከቅንጅት አንጻር ተረድተዉ የተማሪዎቹን መማር ለማሻሻል መርጃ መሳሪያዎችን አዘጋጅተዉ ይጠቀማሉ።					
8	መ/ራን የሚሰጣቸውን ግብረ መልስ ስራቸውን ለማሻሻል ተጠቅመዉበታል።					
9	ከምዘና የተገኘ መረጃ ወቅታዊ የመማር ና ማስተማር ሂደት ሁኔታ ስለእያንዳንዱ ተማሪና ቡድን ተማሪዎች ሁኔታ አሳይተዋል።					
10	መ/ራን ለተማሪዎች ተከታታይ ግብረ መልስ ይሰጣሉ።					
11	በተለያዩ ጉዳዮች ላይ ሰፊ ግንዛቤ እንዲኖራቸው በሚያደርጉ ሕብረተሰቡን መሰረት ባደረጉ ፕሮግራሞችና የት/ቤት ክበቦች ላይ ተማሪዎች ተሳትፈዋል።					
12	ከትምህርት ቤት መሻሻል መርሃ ግብር ትግበራ ቦኃላ የተማሪዎች ዉጤት ከጊዜ ወደ ጊዜ አመርቂ ለዉጥ አሳይቷል።					
13	መ/ራን የተማሪዎች መማርን በተከታታይ ምዘናና ግምገማ ገምገመዋል።					

3.2. ምቹና ጤናማ አካባቢ አብይ ርዕሰ ጉዳይ ትግበራ ሁኔታ

ተ.ቁ	ከምቹ የትምህርት ሁኔታና አካባቢ አብይ ርዕሰ ጉዳይ ትግበራ አንጻር ያለዎት አስተያየት	መለኪያ				
		1	2	3	4	5
1	ተማሪዎች በመማር ችግሮቻቸው ላይ ተወያይተው የመፍትሄ ሃሳባቸውን የሚያቀርቡበት ሁኔታ ተመቻችቷል።					
2	የት/ቤቱን አካባቢ ውብና ማራኪ ለማድረግ የት/ቤቱ አመራር ፤መ/ራንና ተማሪዎች በጋራ ተንቀሳቅሰዋል።					
3	የተማሪዎች ምርጥ ተሞክሮ በግልጽ በሰሌዳ ላይ ይለጠፋል።					
4	ት/ቤቱ ተማሪዎች በት/ቤቱ ውሳኔ አሰጣጥ ላይ እንዲሳተፉ ያበረታታል።					
5	ተማሪዎች በትምህርት ክፍለ ጊዜ ንቁ ተሳትፎ ያደርጋሉ።					
6	ትምህርት ቤቱ የሴት ተማሪዎች ሽንት ቤት አለው።					
7	ትምህርት ቤቱ የወንድ ተማሪዎች ሽንት ቤት አለው።					
8	ትምህርት ቤቱ የተማሪዎችን መማር ለመደገፍ ቤተመጽሐፍት አለው።					
9	ትምህርት ቤቱ በቂ የመማሪያ ክፍሎች አሉት።					
10	ትምህርት ቤቱ የተግባር ትምህርት ለመደገፍ አስፈላጊ ቁሳቁሶችና ኬሚካሎችን የያዘ ቤተ-ሙከራ አለው።					
11	ት/ቤቱ ተመሪዎቹን ለመቆጣጠር የሚረዳ መተዳደሪያ ደንብ አለው።					

3.3 የትምህርት ቤት አመራር አብይ ርዕሰ ጉዳይ ትግበራ ሁኔታ

ተ.ቁ	የትምህርት ቤት አመራር አብይ ርዕሰ ጉዳይ ትግበራ ያለበት ደረጃ	መለኪያ				
		1	2	3	4	5
1	ተማሪዎች በትምህርታቸው ሃላፊነት እንዲሰማቸው የሚያደርግ አሳታፊ የአመራር ሂደትን የሚደግፉ መዋቅሮች አሉ።					
2	የት/ቤቱ ፖሊሲና መተዳደሪያ ደንብ እንዲታወቁ ተደርጎ ተግባራዊ እየሆኑ ነው።					
3	የትምህርት ቤት ውሳኔ አሰጣጥና አስተዳደር ሂደት በብቃት ተተግብሯል።					
4	የትምህርት ቤት አመራር የተግባር ተኮር ጥናትና ምርምር እንዲደረግ ይቀሰቅሳል ፤ይደግፋል ግብዓት ያቀርባል እንዲሁም ቴክኒካል ድጋፍ ይሰጣል።					
5	የትምህርት ቤት አመራር የተለያዩ ችግሮችን ለመፍታት ሌሎች ባለድረሻ					

	አካላትን ያስትፋዋል።					
6	የመምህራን ስልጠና ፍላጎት ተለይተዉ ለወረዳ ቀርቦዋል።					
7	ሁሉም መ/ራን በት/ቤት ዕቅድ አዘጋጃጀት፣ትግበራናግምግማ ላይ ተሳትፏል።					
8	የትምህርት ቤት አመራር የትምህርት ቤት መሻሻል መርሃ ግብር ትግበራን በተመለከተ ለት/ቤቱ ማህበረተሰብ ስልጠና ሰጥቷል።					
9	የወመህ፤የትምህርት ቤት መሻሻል ኮሚቴና የተማሪዎች ተወካይ ስብሰባ ቃለ ጉባዔ በት/ቤቱ የወላኔ አሰጣጥና አስተዳደር ላይ ያለዉ ከፍተኛ ተሳትፎ ያሳያል።					

3.4 የህብረተሰብ ተሳትፎ አብይ ርዕሰ ጉዳይ ትግበራን ያለበት ሁኔታ

ተ.ቁ	የህብረተሰብ ተሳትፎ አብይ ርዕሰ ጉዳይ ትግበራን በተመለከተ ያለዎት አስተያየት	መለኪያ				
		1	2	3	4	5
1	የተማሪ ወላጆች ለልጆቻቸዉ የደንብ ልብስና ሌሎች ለትምህርታቸዉ የሚያስፈልጉ ቁሳቁሶችን በበቂ ሁኔታ ያቀርባሉ።					
2	የት/ቤቱ ወመህ በተማሪዎች ስነምግባር ፤የሴት ተማሪዎች በትምህርት ያላቸዉ ድርሻ፤ በተማሪዎች ማቋረጥና በትምህርታቸዉ በደከም ያሉ ተማሪዎች ዙሪያ ከት/ቤቱ አመራር ጋር ወይይት በማድረግ የመፍትሔ ሀሳብ አቅርቧል።					
3	መ/ራን ከተማሪ ወላጆች ጋር ብያንስ በሴምስቴር 2 ጊዜ በመገናኘት በተማሪ ዉጤት ሪፖርት ላይ ይወያያሉ።					
4	ትምህርት ቤቱ ለትምህርት ቤት መሻሻል ትግበራ የሚረዳ ግብዓት ከአካባቢዉ ማህበረተሰብ ለማግኘት ዉጤታማ ቅስቀሳ አድርጓል።					
5	ትምህርት ቤቱ የአካባቢዉ ማህበረተሰብ ስለትምህርት ጠቀሜታ በቂ ግንዛቤ እንዲኖራቸዉ አድርጓል።					
6	የተማሪ ወላጆች የልጆቻቸዉን የቤት ስራ በማየት አስተያየት ሰተዋል።					
7	ትምህርት ቤቱ ወመህ በሀብት ማፈላለግ ሥራ ላይ እንድሳተፉ ድጋፍ ሰጥቷል።					
8	የትምህርት ቤቱ ዉጤታማ ክንዉኖች ይከበራሉ።					

ክፍል አራት

በትምህርት ቤት መሻሻል መርህ ግብር ትግበራ ወቅት ያጋጠሙ ችግሮች

የትምህርት ቤት መሻሻል መርህ ግብር ትግበራን ወጤታማ ለማድረግ ተግዳሮቶቹን መለየትና የመፍትሔ ሀሳቦችን ለባለድርሻ አካላት በአስተያየት መልክ ማቅረብ ተገቢ ሆኖ ተገኝቷል። በዚህም መሠረት የትምህርት ቤት መሻሻል መርህ ግብር ትግበራ ተግዳሮቶችና መፈትሄዎች ላይ ቀጥሎ ለቀረቡት ጥያቄዎች አስተያየትዎን እንደ ተግዳሮቱ ክብደት ወይም መጠን በጣም አሳሳቢ፣ አሳሳቢ፣ በመጠኑ አሳሳቢ፣ ብዙም የማያሳስብ ወይም አሳሳቢ አይደለም በማለት ከተሰጡት ማወዳደሪያ ነጥቦች አንዱ ስር የ‘✓’ ምልክት በስቀመጥ አቅርቡ።

ማሳሰቢያ፡ 5= በጣም አሳሳቢ፣ 4=አሳሳቢ 3 =በመጠኑ አሳሳቢ፣ 2=ብዙም የማያሳስብ 1=አሳሳቢ አይደለም4.የትምህርት ቤት መሻሻል መርህ ግብር ትግበራ ተግዳሮቶችን በተመለከተ

ተ.ቁ	የትምህርት ቤት መሻሻል መርህ ግብር ትግበራ ተግዳሮቶችን በተመለከተ ያለዎት አስተያየት	መለኪያ				
		1	2	3	4	5
1	የተለያዩ የማስተማሪያ ዘዴዎችን አለመጠቀም					
2	የተማሪዎችን የትምህርት ዕድገት ለማሻሻል ና ለመደገፍ ተከታታይ ምዘናና ግምገማ ዘዴ አለመጠቀም					
3	የተማሪዎች የትምህርት ክትትል ወይም የስም ቁጥጥር በተከታታይ አለማካሄድ					

4	በትምህርት ቤት መሻሻል ኮሚቴ፣ክላስተር ሱፐርቫይዘር፣ወረዳና ዞን ትምህርት ባለሙያዎች ተከታታይ ክትትልናድጋፍ ያለመስጠት					
5	የትምህርት ቤት መሻሻል መርሀ ግብር የመረዳት ችግር					
6	የትምህርት ቤት መሻሻል መርሀ ግብር ለመተግበር መ/ራን ቁርጠኛ አለመሆን					
7	የወመህ አባላት በተለያዩ ጉዳዮች ላይ ለመሳተፍ ቁርጠኛ አለመሆን					
8	የወመህ አባላት የትምህርት ደረጃ ዝቀተኛ መሆን በትምህርት ቤት ፕሮግራሞች ላይ ንቁ ተሳትፎ እንዳይኖራቸው ማድረግ፡፡					
9	የትምህርት በጀት እጥረት					
10	የትምህርት ቁሳቁስ እጥረት					
11	የክፍል ጥበት መኖር					
12	ከወረዳ ትምህርት ጽ/ቤት የሚደረግ ድጋፍ አነስተኛ መሆን					
13	በክላስተር ሱፐርቫይዘር የሚደረግ ድጋፍ አነስተኛ መሆን					
14	ተገቢናተከታታይ ግምገማና ምዘና ተግባራዊ አለማድረግ					
15	የትምህርት ቤት መሻሻል ማዕቀፎች አጠቃቀም ላይ የተግባር ስልጠና አለመስጠቱ					
16	በትምህርት ቤት መሻሻል መርሀ ግብር ትግበራ ላይ የትምህርት ቤት መሻሻል ኮሚቴ ፍላጎት አነስተኛ መሆን					

1. የትምህርት ቤት መሻሻል መርሀ ግብር ለመተግበር ያጋጠሙ ሌሎች ችግሮች ካሉ ይግለጹ-----

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2.ከላይ ላስቀመጡት ችግሮች የመፍትሔ ሀሳብ ያስቀምጡ-----

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